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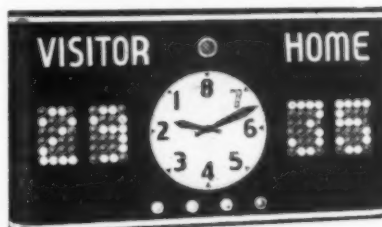
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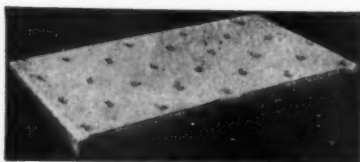
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THE PHYSIOLOGY OF ATHLETICS

III Nerve Impulses

ONCE the starting gun sounds there are factors other than skill and strength which control the athlete's performance. Two interesting laboratory experiments give us a clue to the effects of certain alterations in the nervous system which make for improvement.

The first experiment was performed on an apparatus called an "arm ergometer," which demonstrates the course of fatigue in a group of working muscles. A subject was seated so that his body, left shoulder and elbow were in an immovable position, and a weight was attached to his hand. This weight was raised and lowered in a regular rhythm of about one lift per second. The subject was instructed to raise the weight as high as he could each time. The height of each lift was recorded. As the subject continued the exercise it was noted that after a short period of time there was a steady decrease in lifting ability. His movement, finally, became very slight.

If the experimenter and his assistants encouraged the subject by cheering and offering words of inspiration, he was able to raise the weight to a much higher level, nearly approaching that of his earlier efforts. This increase was of short duration, however, and the height of the activity again declined. The experiment proved that an improvement can be incited at any point during the fatigue decline by almost any kind of noise or disturbance.

Another experiment of an entirely different nature demonstrated the same phenomenon. A subject was seated in a high chair with his legs dangling from the edge. A hammer automatically operated to strike the patellar tendon with the same force and at regular rhythms of about one every two seconds, gave a knee jerk response of about the same magnitude while the subject sat quietly. If the subject clenched his fists, heard a loud noise or received an electric shock at the time the hammer hit the tendon, the knee jerk was much greater. If the subject fell asleep or was given alcohol, the response was diminished.

Decreased activity is not due entirely to fatigue of the muscles, but mainly to fatigue in the nervous system. Nerve impulses which are of a sufficient intensity to pass through the system when the individual is not fatigued, are not passed along from fiber to fiber when the individual is fatigued.

Thus, there is real proof that the spectators can contribute to athletic performance. Here also is justification for the use of cork-hand grips by the runners of our grandfather's day.

LAURENCE E. MOREHOUSE

IN OUR last turn at bat for the year 1940, we would like to put the finishing touches to our recent critiques on the subject of Bill H. R. 10606, more familiarly known as the National Preparedness Act for Health Education, Physical Education, and Recreation in Schools and Summer Camps.

Those of you who read the rough draft that appeared in this department two months ago will recall that this bill provides federal aid, without federal control, to state and local authorities of education for intensified programs of health, physical education and recreational activities, as a means of integrating them with the national preparedness program.

Representative Pius Schwert of New York, who used to chase flies for the old New York Yankees, introduced this bill on October 3 in the House of Representatives. The House referred it to the Committee on Education, and there it still languishes.

At the moment the chances of this bill being passed appear slim. Even though Congress refused to come out of its huddle last month, the "boys" are sticking to their posts not for the purpose of jamming through new legislation but to cope with any emergencies that may arise, times being what they are.

Thus the bill in its present form can scarcely hope to come up before Congress now. And unless it does, it will be automatically killed at the end of this session.

This doesn't mean that we should stop trying to mobilize the educational forces of the country behind it. A new Congressional session dawns on January 3, and at that time a bill hewn along the same lines of 10606 may again be presented to Congress.

Last month we canvassed every state association in the country to determine what plans they had (if any) for endorsing this bill or for taking action in promoting the passage of the bill. Practically every reply we received stated that a course of action was going to be planned at the next meeting of the executive committee.

In weighing the arguments for and against endorsing this or a similar measure, school men should remember that most of the provisions of the bill represent nothing new. They are the same things progressive physical educators have been

Here Below

advocating for years. While they lend themselves well to the national preparedness program, they make just as valuable contributions to education and community life during peace time.

There may be some minor details with which some individuals may



not agree, but all in all the bill represents a tremendous stride toward the fulfilment of the destiny of health, physical education and recreational activities.

Seven-point program

While the special House committee was speculating on 10606 the United States Office of Education, which lent a helping hand in the framing of the original bill, issued a seven point program that iterated many of the points in 10606.

The seven points, designed to "strengthen national defense through improved health and physical fitness of every child in every school

throughout the country," are:

1. Securing and maintaining a safe and healthful school environment, including: (a) Periodic surveys of the school plant; (b) Modification of the school plant to remedy unsatisfactory conditions for health and safety; (c) Continuous maintenance of safe and sanitary conditions by trained custodians and informed teachers; (d) Selection, training and supervision of custodians;
- (e) The hygienic arrangement and management of the school program according to the interests and abilities of the pupils; (f) The wise assignment of home study.
2. Adequate provision for the school lunch: (a) Suggestions for menus to parents; (b) Adequate provision for a school-furnished lunch in larger schools and its educational direction by trained nutritionists; (c) Nutrition education in the classroom coordinated with provisions and practices of the lunch room; (d) Provision of nutrition services for special classes.
3. Health services for pupils, teachers and other employees; (a) Control of communicable diseases; (b) Adequate periodic and other needed examinations of pupils; (c) Follow up services; (d) Provision of special classes for handicapped students; (e) Health examination of pre-school children with follow up; (f) Health examination of school employees, including critical examinations before employment, periodic examinations and mental hygiene service.
4. Instruction in health and safety: (a) Health instruction by trained classroom teachers; (b) Special supervision of health instruction in elementary schools by trained persons; (c) Instruction of junior and senior high students in physiology and in personal and community hygiene; (d) Special instruction of classes for the handicapped; (e) Training, before and after service, of health education teachers and supervisors.
5. Provision for activities intended to develop physical and social fitness: (a) A program of physical education adapted to the interests and capacities of each participant; (b) Adequate facilities and time allotment for such activities; (c) Trained supervision of elementary teachers of physical activities; (d) Special instruction and supervision.

(Concluded on page 32)



NUMBER ONE



NUMBER TWO



NUMBER THREE



NUMBER FOUR



NUMBER FIVE



NUMBER SIX

OKLAHOMA'S TRIPLE-THREAT OFFENSE

By Henry P. Iba

The Aggies are a ball-handling team, stressing possession and both natural rubs and set screens

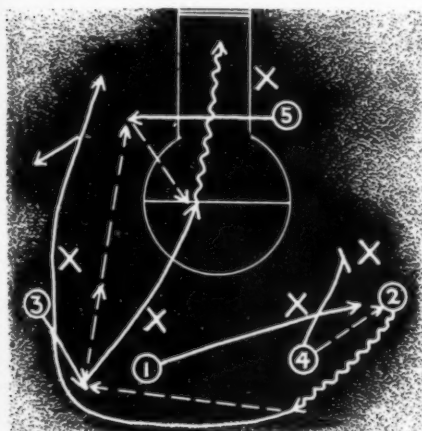
Henry P. Iba, coach of Oklahoma A. & M. College, owns a lifetime coaching average of .820, a figure that represents 278 victories and only 61 defeats. Since taking over the coach-ship at Stillwater six years ago, the Iba-men have for five consecutive years shared or won outright the Missouri Valley championship. Last year's team was the greatest in Oklahoma history, winning 26 of 29 games against the best quintets in the country. It ran its home-floor winning streak to 46 and staged an all-victorious march to win the Conference championship—a feat accomplished only six times previously in 33 years of title play.

OKLAHOMA A. & M. College basketball teams use three distinct types of offense, all of which make use of screens. They include:

Number One, passing and cutting, making natural rubs or picks.

Number Two, set screens for tight man-to-man defenses.

Number Three, for zone and variations of zone defenses.



Diag. 1

In general, we stress possession, waiting for the natural shot to come to the player rather than "making" shots or shooting at any opportunity.

Unlike many college teams, A. & M. out-of-bounds' plays are carry-overs from its basic offense. The Aggies do not have one series of plays for ordinary attacking purposes and another for out-of-bounds situations. In other words, we teach our boys a basic offense, and then instruct them to use carry-overs or options of this offense for out-of-bounds' plays.

The Number One offense is used against opponents who put up a sliding defense, or a defense that changes very rapidly, or a loose man-to-man defense.

This offense is popular in sections of the country where there are

slight differences in the interpretations of a screen. It is also suitable for a delayed game in the closing minutes, when the offensive team is in the lead. It can also be used very effectively whenever opponents abandon their set defense and come after the ball in a helter-skelter manner.

Diag. 1 illustrates this type of offense as used against an unorthodox man-to-man defense, a free-switching defense, or a loose man-to-man defense.

No. 4 passes to 2, and then screens X2. 2 dribbles across court while 1 and 5 are moving to new positions, and then passes to 3. 3 passes to 5 and cuts into the free-throw lane to take a return pass from 5. If free, 3 may dribble in for a set-up.

The play has a number of options. 2 may continue across court after passing to 3, and drive down the back side of the court to take a pass from 3 under the basket, or he may take the ball out to the side for a short shot. When 5 first gets the ball, instead of passing back to 3, he may dribble into the free-throw lane for a jump-and-turn shot.

Picture No. 1 offers a very good study of the Number One offense in action. Snapped during the A. & M.-DePaul game in Madison Square Garden last March, which was won by the Aggies, 23-22, it shows No. 6, Guard Jack Hopkins, taking a short shot from the side court.

Forward Harvey Slade, extreme left, started the play, came across court and drove down the back side to take a pass underneath the basket. Guarded too closely by No. 31 of DePaul, Guard Ted Skrodzki, Slade passed to Hopkins, who found himself open for a shot.

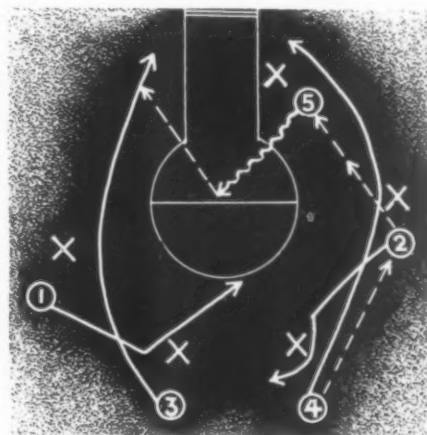
Picture No. 2 also shows the Number One offense. After running through the play once without success, Guard Hopkins has the ball on a pass-out. He is about to throw to No. 20, Guard Jess Renick, who is breaking towards the free-throw lane.

Picture No. 3 shows the Number One offense in the A. & M.-Duquesne game which the Dukes won, 34-30. No. 20, Guard Renick, has the ball and has just been forced out of the free-throw lane by No. 17 of Duquesne, Guard Rudy Debnar. He is dribbling down the side

court, either to re-set or try an option of the play.

The Number Two offense is used against a good, sound, man-to-man defense that will stick tightly to the offensive players and switch only when necessary. This offense works whether the defense is well out towards the middle of the floor or set back in a "sinking" front line. The series of plays in this formation will take care of the defensive front line.

The guards are responsible for the success of this offense. They are in a position to see the defense and to study its weaknesses. The guards pick the option of the play they think will work successfully. They must pick the right option at the right time for the play to work. One option will lead to the setting up of one of the other plays.



Diag. 2

Diag. 2 illustrates the Number Two offense as used against a defense with its front line well out towards the middle of the floor.

No. 4 passes to 2. 2 passes to 5, who dribbles to the center of the free-throw circle. 1 screens X3 and 2 screens X4, 2 then going back as protection against a fast break. 3 drives down the back side to take the pass from 5 for a set-up.

As an option, 5 may pass to 4, who drives down the other side of the court, or pass to 1, who comes up to the rim of the free-throw circle for a short shot. 5 may also pass to 2 for a semi-long shot.

This is the offense that worked so successfully against New York University when A. & M. first visited New York two years ago, the Aggies defeating the Violets, 37-24.

(Continued on page 18)

A FOUR-POINT ATTACK ON A SET ZONE

By Ralph R. Turner

Before taking over the principalship at Wyanet, Ill., Community High School, Ralph R. Turner put in fifteen years as coach-principal at Campbell Hill and then Chesterfield. In ten years at Chesterfield, a school having an enrollment of about 65 students, his teams were runners up in district tournaments five times, won the district once, copped the Macoupin County tourney three years running, and won the Gillespie invitational twice.

ALTHOUGH basketball doesn't suffer from a lack of defensive patterns, fundamentally there are but two systems—the man-to-man and the zone. When you analyze the two there is but one distinguishing characteristic of each; namely, that of *playing the ball* and that of *playing the man*.

In the man-to-man, each player is assigned to an opponent and covers him wherever he goes, regardless of the position of the ball. The zone, on the other hand, is a teamwork proposition. Instead of covering men, the defense plays position on the floor. This defense may be roving in nature or it may definitely tie down each man to a particular spot.

In the zone under discussion, the set or stationary type, each player is assigned to a definite area. He does not cover any particular opponent, but is responsible for any man who enters his zone. Once the ball is passed into his "island," the defender rushes for the offensive player. The teammate in the adjoining zone moves to the edge of the danger zone and is ready to come to the aid of his beleaguered teammate should help be needed.

Admittedly such a defense has merit. In the first place, since the players operate in more or less fixed zones and do not cross each other, they seldom block each other out of play. Second, it is difficult to throw passes into the scoring zone because the danger of interception is too great. Third, the players are in ideal position to break fast once possession is gained. And, fourth, it is less tiring to play.

However, every defense has its weaknesses. And the set zone is no exception. A grooved attack with every player a specialist in some line of endeavor will beat it. The specialized system which will be covered in this article is based upon the following principles:

1. Long shots to loosen up the zone if it is too compactly set under the basket.



2. Cautious, clever ball-handling to prevent intercepted passes.

3. Strong, aggressive rebounding.

4. Quick back-tracking to defense when possession is lost.

One of the strong points of zone defense is that it masses strength around the basket. An offense, to be successful against a zone, must undermine this phalanx. The specialized attack tries to open up the defense by drawing the zone men out and forcing them to play a shifting game.

Diag. 1 shows the attacking formation we use for this purpose against the set type of zone. In this V-shaped battle array, players 2 and 3 attempt to spread the defense by taking special positions about three feet from the sidelines and ten feet from the end line. They are deep enough to attract the attention of the back line of defense, but are still too far out to be effectively guarded.

Players who are unfamiliar with these posts have a tendency to set up on a line with or beyond the free-throw line. In these positions they are of no use whatever to the offense. So the first thing we watch for in breaking in new men is that they do not set up too far out.

The duties of the sideliners are simple enough. They are never supposed to drive in under the basket or go into the free-throw lane. When the ball is out in front, their part of

the floor is seldom covered by the guards. Consequently, they will be always open for a pass from 1.

When rushed by the opponents, they must be able to get away good feeding passes to 4 and 5, who are usually open for short shots around the basket. They must also learn to pass out safely to 1 when the situation calls for it. They are eternally alert for fumbles, bad passes and rebounds, so that when possession is lost they are ready to fall back on defense quickly and effectively.

Above all, however, Nos. 2 and 3 should be dead shots. They should be able to convert one out of three shots from their sideline posts. Of course the only way to acquire this type of marksmanship is through constant practice. Our boys take 50 shots a day from their respective positions. One boy shoots while the other recovers and passes back to him.

Occasionally, 2 and 3 may pass to each other across the entire width of the floor to shift or spread the defense. These cross-court passes should be high enough to clear the defense, and may be followed by a quick pass to either 4 or 5 while the defense is shifting.

The sideline players do not have to be tall, since they are out in the open and do little rebounding. Where height does count, however, is in the pivot slots. The players in the 4 and 5 spots should be tall,

rangy men who can dig the ball off the backboard when a shot misses fire. Their specialties are set-up shots, rebound tip-ins, one hand pivot shots, and pivots followed by a driving dribble to the basket.

Every coach has a good assortment of drills to develop these particular skills. But in developing specialists for the system under discussion, these drills should be based around the two pivot men. If a practice goal is available, the coach may give his pivots a ball and assign them to the extra basket.

The pivot men are installed at both ends of the free-throw line, outside the circle. In these spots, they are often open for passes from 1. After receiving, they may pass to each other, to the sideline men, back

and accurate passer, a good faker and an elusive dribbler.

He acts somewhat in the capacity of a field general, directing his teammates and analyzing the defense. Since he is the only attacker in a favorable position to fall back quickly when possession is lost, he must be an able defensive player as well.

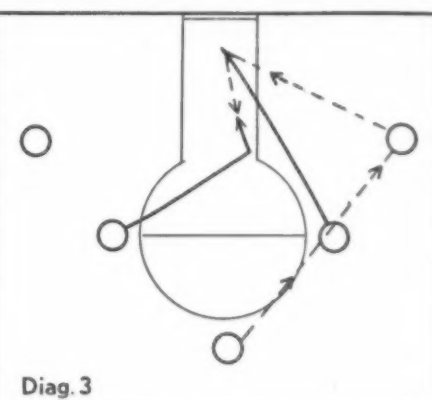
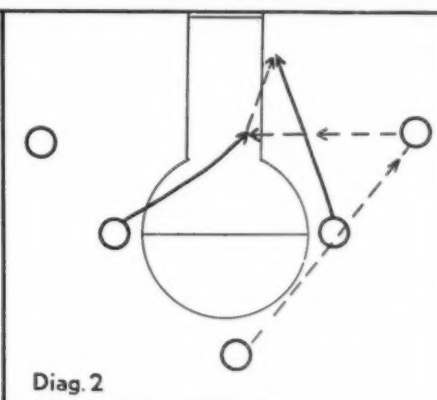
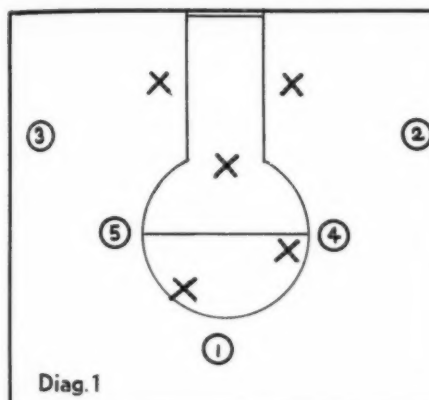
His shooting eye should be just as keen as that of the sharpshooters on the sidelines. And like them, he should take at least 50 practice shots per day to keep it in shape. Unless he has an understudy to pair off with in practice, he may use a second string player to recover and pass back the ball.

His shot plays an important part in the penetration of the zone. He

and harassing him in general, the ball-handler has need of all the deftness and poise he can muster. Probably the best pass to adopt against a zone is the one-hand bounce pass. It is a simple pass to throw and a very difficult one to intercept.

The ball-handler cannot afford to have a pass intercepted. For once the zone gets its clutches on the ball, the front line is in an excellent position to break fast to the goal. And with only the No. 1 man in a favorable position to stop them, the opponents have a picnic on the way to the basket. No. 1 needs help and he needs it fast.

The "Lone Ranger" aspect of the defense against a fast break is perhaps a weak point of the V. But

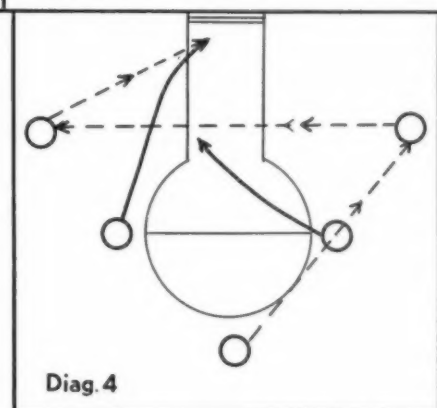


to 1, or they may shoot. When the ball is being handled by 1, they may jockey around for an opening. But under no conditions should they ever get more than a step or two away from their basic positions.

They make their break when the sideline men have the ball. Usually the pivot nearest the ball breaks directly for the basket while the man farthest away cuts into the free-throw lane (Diagram 2). If the pass is thrown to the second cutter, his partner will usually be open under the basket. It is almost impossible for a set zone to cover both of these men effectively. If the pivot men are artists in their own line of endeavor, they will score repeatedly.

The inside men may vary their attack with the type of breaks shown in Diagrams 2, 3 and 4. When the backcourt ball-handler passes directly in to one of the pivots, the receiver may turn and shoot without further ado. One of the attackers will always be open. The idea is to pick him out quickly and get the ball to him.

The last and most important cog in this offensive machine is the player in the No. 1 post. This man should be the master ball-handler of the team. He must be a clever



never cuts into the defense but deploys on the outside edge in front of the basket. If the defense retreats, he must bring it out again by raking the basket with shots. He may trick the defense occasionally by faking a shot and then passing off to a teammate. No matter how he maneuvers, he must always make certain to be in a position for a pass-out from a downcourt teammate.

His main function, however, is in a ball-handling capacity. It is up to him to get the ball through the first line of defense. To do it, he must have all the passes down pat. He should be able to get away any kind of one- or two-hand pass under pressure. With the front line always on top of him, stabbing at the ball

there are several ways in which to combat these quick thrusts. If the ball-handlers will be extremely cautious, and they always should be, the defense will get few opportunities to steal the ball for a quick break-away. Another good measure for protection against fast breaks is aggressive rebounding. If the pivot men will follow up all rebounds aggressively, the front line of defense will be unable to anticipate the recovery and break away fast. By the time the recovery is effected, the players in the 2 and 3 posts will have had the opportunity to fall back.

A second objection that may be raised against the V is the problem of getting into the set positions. However, this really isn't a problem at all. When possession is gained the pivots make the first move by fast breaking. If the opening does not materialize, they have no trouble dropping into their regular double pivot posts.

Players 1, 2 and 3 work the ball into the offensive half of the court. If the defense comes out to meet them at the center line, the ball is quickly whipped to one of the pivots. A fast cut and a return pass may then bring home the bacon.

AN ATTACK WITH A DOUBLE PIVOT MOTIF

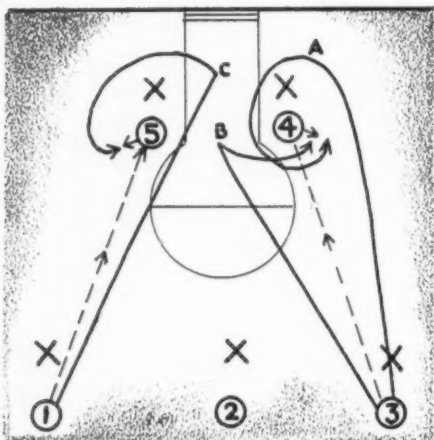
By Herbert Berger

Herbert Berger, of New York City, is a member of the varsity five at the Savage School for Physical Education (college), and coaches the sport in his spare time.

PIVOT-POST play has been the fountainhead of offensive basketball for close to twenty years. In its original form a big, strong man would drop into the free-throw lane anywhere from the foul line to the end line and take a position with his back to the basket. He would bend, stretch and pivot to receive passes, make passes and shoot.

For many years this type of pivot play was the dominant maneuver of the game. As long as the guard stayed back and let the man handle the ball, the pivot had a field day. The only way to cripple its effectiveness, coaches soon found, was by aggressive defensive tactics. Guards were instructed to play strong to one side to intercept or deflect the feed pass.

As defensive play grew bolder, many over-zealous guards began draping themselves all over the back and side of the pivotmen. The answer of the pivot to this was the technique known as backing up. As the guard wrapped himself around the pivot, the latter would step back and shake him off. In the time it



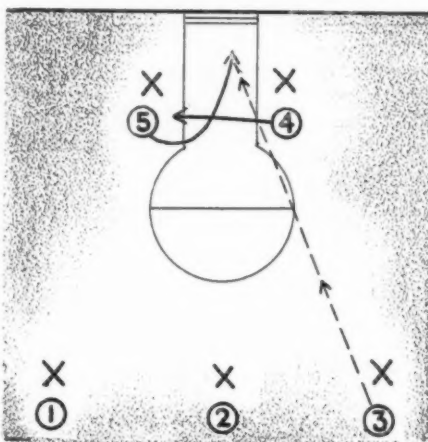
Diag. 1

In the hands of a smart team, the screened shot may be employed with deadly effect. When executed swiftly and dressed up with a fake, there is very little the defense can do about it. Several tricky ways of working the play are shown here. In option A, 3 passes to 4, cuts down the outside and then loops back. In option B, he drives down the center and then swerves over. Option C is a combination of these maneuvers. 1 cuts down the center and circles back for the shot.

took for the guard to reorganize his defense, the pivot would be open for a pass.

The result was a foregone conclusion. In no time at all, the setting up of a pivot-post became the signal for an old-fashioned rough-housing party. Officials went crazy trying to place the responsibility. Was the pivot man backing up or was the guard over-aggressive? Meanwhile the play lost all semblance of science.

The introduction of the three-second rule provided the panacea for rough-housing tactics. It also sealed the doom of the play. The



Diag. 2

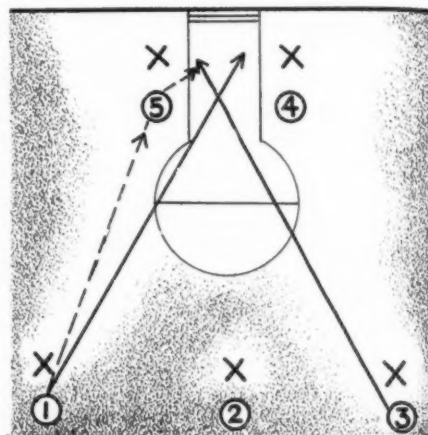
As the three outside men work the ball among themselves, 4 strolls across the lane to within three feet of 5. Using 4 as a post to lose his man, 5 cuts for the basket. He receives a pass from 3, or any of the other back men who may have the ball, and lays the ball up. 4 steps out of the lane the moment 5 shoots around him. The timing of the play is important, as 4 must get out of the lane in three seconds.

pivot man was forced to take up residence elsewhere, and there just wasn't a spot on the court where he could pass, screen or shoot with the same effectiveness.

Many basketball teachers scrapped their pivot system and fell back on something else. Others, loath to abandon their pet system, merely moved the man out of the free-throw lane and set him up somewhere between the lane and the sideline. Later they started using two such pivots, one on each side of the lane. That is the way the double pivot-post attack was born.

In its modern manifestation, the two biggest men on the team are stationed anywhere from the side-

The pickets may set up anywhere from the sideline to the edge of the free-throw lane



Diag. 3

No. 1 passes to 5 and cuts down the center. 3, timing his move carefully, breaks behind the cutter, using him as a moving screen. 5 then passes to 3 who lays up the ball with his left hand. The play may be worked on the other side with 3 passing to 4 and acting as a moving screen for 1. As a variation 1 may suck his man in and then pull up behind 4 for a set shot (see option B in Diag. 1).

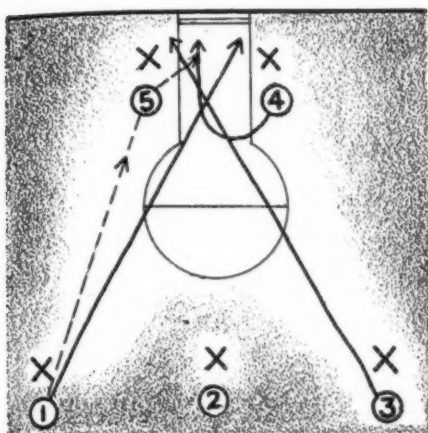
line to the free-throw lane. In the West these positions are closer to the lane. The University of Colorado team, for example, set their pivots up very close to the parallel lines. In the East, however, coaches usually play their pivots more toward the sidelines. Both these styles have their advantages.

When the pivots are close to the lane, they are definite threats as shooters. They may dribble around each other and lay one up going away from the basket, or they may shoot directly off a pivot. An ambidextrous boy can do a lot of damage from such a position.

When the pivots play farther toward the sideline, they offer less threat as shooters, but compensate for this in increased effectiveness as screens. They also give their teammates more room down the center to cut. As a result there is less tendency for the offense to jam.

No matter what kind of system you use, some instruction should be given to the boys on how to drop into the pivot posts. This is a much neglected phase of the offense. Some boys merely trot to their positions and turn around, giving the guards ample time to deploy themselves favorably.

A smart pivot man, however, will go first to the corner, edge along the end line and then come forward



Diag. 4

The play starts out exactly as before with 1 passing to 5 and then cutting down the center. Again 3 drives down behind him as if to use him as a moving screen. But this time the cutters are only decoys. It is 4 who carries the ball here. He swings around the cutters for a pass from 5. As a variation 4 may fake a cut, to suck his man in, and then pull up behind 5 for a screened shot.

to his post. If the pass is thrown at the right instant, the guard has little or no chance to intercept it, being completely behind the pivot.

The main idea of the three outposts is to get the ball in to either of the men on the pivot line and then by clever footwork get open on a cut for the basket. They may also screen for each other to throw one man in the clear for a return pass. In general, they handle the ball on the outer fringe of the defense and wait for a chance to draw their men out of position for a quick pass and cut.

The advantages of this type of set-up are numerous. For one, the two big men are ideally situated to follow up rebounds. By playing in more or less stationary positions, they conserve energy for play making and retrieving rebounds.

Another strong feature of this offense is that a pivot man can often take a hope shot without fear of leaving the basket area uncovered. The other pivot can always follow up. In a single pivot offense, there may be no one under the basket to follow up.

Of course the best way in which the pivots serve the offense is in the role of ball-handlers and screens. After feeding the ball, the backcourt men may fake in and cut around the pivot or go directly around him. The pivotman with the ball may deliberately but legally screen off the moving guard. There are a hundred and one ways in which the play may be worked.

The pivotmen themselves may team up and work a number of plays. For example, pivotman 2 may

receive a pass from the other pivot or from another teammate. He may whip the ball to pivot 1 and cut to the basket for a return pass, or, if he can't get loose, pull up and run behind pivot 1 for a screen shot. The cutter may also fake going in, pull up and go completely around the ball-handler.

Pivot 1 may also dribble across the center lane and pull up close to the other pivot man, enabling the latter to slice off him and lose his man. He can also do this without the ball. He simply walks up to within three feet of the man guarding pivot 2, either in back or to the side, giving pivot 2 a chance to run his man into the post.

When the ball is fed to the pivots by any of the outside players, great care should be taken to protect the pass from interception. A smart passer will throw the ball according to the position of the defensive player. If the guard is laying back, the ball may be thrown right down the alley.

Good defensive men, however, will usually be found on the side closest to the ball. The pass must then be whipped more to the unprotected side to prevent it from being deflected. If the guard is playing too strong to one side, almost in front of the pivotman, the backcourt ball-handler may fake a pass and, as the guard throws his weight forward,

(Concluded on page 31)

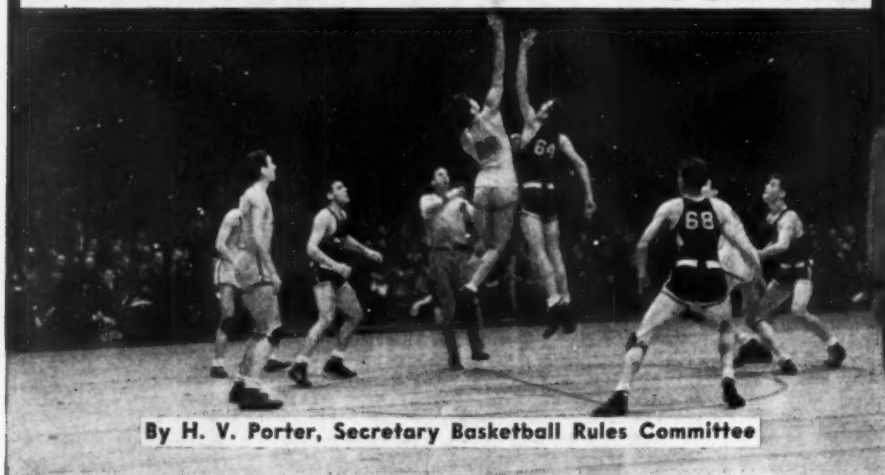
Fake Off the Pivot

In concocting the bucket play many years ago, "Dutch" Dehnert not only opened a new frontier for the offense but added a millstone around the neck of the defense. For anything which benefits the attack is almost sure to add onus to the defense. It became almost impossible to break up an attack built around the bucket man. Play became so rough that the rules makers had to draft the three-second rule. This, together with better rule enforcement and improved defensive tactics, finally curbed the roughness and took some of the edge off the bucket play's keenness as an offensive weapon.

As a general rule, the man guarding the pivot now plays strong to the ball side with a hand out to deflect passes. Many times, however, he becomes ambitious and tries to edge out a little farther to intercept the pass. A smart pivot man can turn the tables on such a guard by pivoting and breaking toward the basket. The pivot tips off his back-court ball-handlers and together they lay a trap for the guard. A ball-handler fakes a pass and the pivot steps forward as if to receive it. If the fake is executed properly, the guard will usually lunge forward hard enough to throw himself off-balance. The pivot man then pivots on the rear foot and cross-steps toward the basket with his other foot, leaving his guard behind. The play is completed with a pass from the ball-handler.



Basketball Brain Teasers



By H. V. Porter, Secretary Basketball Rules Committee

EACH season a new crop of knotty basketball problems makes its appearance. Some of these deal with situations which do not frequently arise but, when they do, occur at a critical time when the final outcome may hinge on the decision. Consequently, coaches and officials are anxious to know the correct procedures.

Here are a few situations which should be of interest to those who enjoy arguing over the tough ones.

Play 1: A1 is in position for a free throw and the ball has been placed at his disposal. At this point the Scorer discovers that A2 is in the game without having reported to the proper officials or that A1 has changed his number without reporting it. Is the Scorer authorized to blow his horn and what action should be taken by the Official?

Ruling: The Scorer is authorized to blow his horn. This authorization is in Item 4 of the "Manual for Basketball Scorers" on the back cover of the rules book. It might be claimed that this is in conflict with the third question under Rule 6-11. This is not the case because the question is designed to cover the ordinary situation which is not complicated by an added infraction such as the one described.

(A): If the infraction in (1) is for changing numbers, who should take the free throw?

Ruling: The player who is substituted for A1.

(B): Same as (1) except the infraction is for player of A being in the game after having committed his fourth foul or after having re-entered the third time.

Ruling: Same as (1) and (B).

In these cases the situations are analogous to those described in Item 4 of the Manual for Basketball Scorers on the back cover. The rulings are consistent with the first question under 6-11.

(C): Would the same procedure be followed in case the infraction is by B1?

Ruling: No. There is no authority for the Scorer to blow his horn under such circumstances.

Play 2: At the end of the fourth quarter the gun is fired with the score 30-30. In the continuing action, A1 flagrantly fouls B1. Should the foul be penalized and should an overtime period always be played?

Ruling: Yes to both questions.

(A): Same as (2) except that the gun is fired with the score A 30, B 29.

Ruling: In this case there is no authorization for an extra period since the quarter did not end in a tie score. If B1 is successful with both free throws, the game is ended and B is the winner.

(B): Same as (2) except that the tie score is at the end of the first extra period and B1 is successful with both free throws.

Ruling: The game is ended without a second extra period.

Play 3: A1 attempts free throw. The ball strikes the ring and bounces above the basket. A2 leaps and taps the ball while it is directly above the basket and pushes it into the basket. Is this a legal goal and should it be scored as a free throw or as a field goal?

Ruling: This is a legal field goal. The free throw ends when it is touched by any player. There is no prohibition against A2 touching the ball which is above the basket.

(A): Same as (3) except that it is B1 who taps the ball while it is directly above the basket and knocks it into the basket.

Ruling: In this case the free throw again ends when it is touched by B1 and consequently it cannot be said that the free throw is successful. However, this situation differs from (3) in that B commits a violation for touching the ball while it is in the cylinder above the basket.

This violation kills ball and consequently no field goal is scored. Instead, a goal is awarded because of the violation. There might be good argument in support of awarding two

points on the grounds that the act of B1 prevented a possible field goal by A2 who might have tapped the ball in as described in (3). However, the matter must be settled by an arbitrary ruling. Only one point should be awarded if it follows a free throw.

Play 4: On a court which is equipped with the new type backboard, A1 has the ball out of bounds behind the backboard. In throwing the ball in he tosses it over the top of the board and it comes down to strike the ring. While it is bouncing directly above the ring, A2 tips it and it goes into the basket. Is this an infraction by A1 for throwing at the goal while the ball is dead and does the goal count?

Ruling: This is not an infraction. The try by A1 ended when the ball was touched by A2. It is not an infraction for a player to throw for a goal from out of bounds unless the try is successful. In this case, the try which is successful is by A2. Consequently, this is a legal play and the goal should count.

Play 5: A1 is in free-throw position and the ball is placed at his disposal. He consumes eight seconds in making his free throw. Is this a violation of the "three-second lane rule"?

Ruling: No. In this case there are two rules in opposition and an arbitrary ruling must govern. The three-second rule does not apply during free throws.

Play 6: A1 is in rapid motion when he tries for field goal from directly under the basket. His momentum carries him to an out-of-bounds position on or outside the end line. The try is unsuccessful and B1 receives the rebound and bats it against A1 while he is out of bounds as described. To whom should the ball be awarded?

Ruling: Ball should be awarded to B. In this particular case, A1 is out of bounds through no fault of his own. However, if the court is marked with a four-foot end space, A1 can usually regulate his movements to stay in-bounds. If he does not, he must gamble with the chance of having such a play develop.

Play 7: How is the ball put in play after a double violation or a double foul?

Ruling: After a double foul, it is always put in play by a jump at center. The same thing applies to most double violations. One exception is in the case where free thrower A1 commits a violation through not hitting the ring before the free throw is touched by a player and B1 violates the rule by touching the free throw while it is in the cylinder above the basket. In this case the violations are simultaneous and consequently constitute a double violation. However, only the violation by B is penalized. A point is awarded and the ball is then awarded to B out of bounds at the end.

Play 8: Are all fouls committed while the ball is dead disregarded unless they are flagrant?

(Concluded on page 23)

DIET FOR THE BASKETBALL PLAYER

By Wilton M. Wilton

Wilton M. Wilton, basketball coach at Santa Barbara State College, which last year won the California Athletic Association championship, has made an exhaustive study of the relationship between dietetic control and conditioning in athletics. A series of two articles, based on his research work, appeared in the September and October issues of *Scholastic Coach*.

BASKETBALL requires speed and endurance. Exercises of speed produce a rapid rise in the heart rate, an increase in the blood pressure and a definite increase in the expenditure of nervous energy. Consequently, the diet for the basketball player must contain foods which will supply fuel for energy, which will be digestible, which will not cause an excessive gain in weight, and which will not put any great strain on the digestive organs.

Authorities agree that a diet containing between 3500 to 4000 calories is probably ample for school-boy and college players. The athlete should start taking in this many calories on the first day of practice which, in most schools, is usually several weeks before the first game.

The daily diet may be built around the following essentials: one pint milk, one egg, two leafy vegetables, one serving of protein other than egg, and two servings of fruit. Enough energy-giving foods may be added to this to supply the necessary calories.

Too much fat in the diet is extremely bad. Not only is it the most difficult foodstuff to digest, but it has a tendency to slow down the athlete. Therefore, it is unwise to serve too many fatty foods such as pork, pies, rich cake, and cream cheeses during the training period. The athlete derives his energy from the burning of his own lean meat supplemented by sugars fed whenever possible, as during the halves of the contest.

The importance of having sufficient protective foods containing plenty of vitamins and minerals cannot be overestimated. Without sufficient quantities of Vitamins A and B₁ the athlete will be unable to properly and completely utilize his carbohydrates, which are the essential energy-producing foodstuffs.

The quantity of food and the time of the meals depend largely upon the hours of practice during the season and, on the day of the game,

The quantity of food and the time of meals depend largely upon the hours of practice



Farm Security Administration photo by Lee
"D'JA HAVE YOUR WHEATIES this morning, son? Okay, then, get in there and fight." Eaufula, Okla., coach giving last-minute instructions to a substitute.

the hour when it is to be played. If practice is held in the afternoon, a light lunch should be eaten at least two or three hours before. Dinner, the heaviest meal of the day, should wait until the player has recovered from his exertions.

One of the most common causes of indigestion is eating heavily when fatigued. The expression "too tired to eat" usually implies lack of appetite, but it also should be understood to mean lack of full digestive power and the need of rest. If the player, after a hard practice, is too tired to eat, he should not attempt to eat heavily until rested. At the same time he should not omit the meal entirely. The remedy lies in a short rest, which may quickly restore appetite and also digestive power.

If practice is conducted at night, the noon meal should be heavy and the evening meal light with the possibility of a "snack" before retiring.

On the day of the game, if played in the afternoon—as many junior and senior high games are—the noon meal should be early, if possible at eleven o'clock and should be light. The large substantial dinner is eaten after the contest.

For night games the author has found a four o'clock meal of dry toast and oranges to be the best

type of pre-game diet. Some players develop headaches and slight nausea due to lack of food, but the quickly assimilated fruit sugars found in oranges usually spike this possibility. After the game a larger meal may be eaten, followed by a quiet walk to assist digestion before bedtime.

It must be remembered that during an athletic contest the participant is drawing his energy from yesterday's food and not from what he eats the day of the game. Nature has shown us the inadvisability of strenuous activity upon a full stomach. A dog will vomit during a fight and then be much more active afterwards. Men are like animals in many respects and it is a known fact that the lean hungry wolf is more dangerous than the one having recently eaten; in the same way the athlete is more dangerous to the opponent "hungry" than well-fed.

Energy may be supplied during the game by an orange feeding at half-time. This is also an aid in settling the stomach.

On trips there is a tendency on the part of some boys to indulge in such forbidden fruit as soda pop, frankfurters, milk shakes, candy bars and the like. This is a bad habit. Most of these "delicacies" are very hard to digest, besides upset-

(Concluded on page 19)

SUGGESTIONS FOR THE DEFENSE

COACH A. T. "SLATS" GILL of Oregon State College has always been considered the Northwest's lone defender of the slow, set style of offense. Last season, however, he changed his recipe a little, adding a dash of speed and a sprinkle of faster passing. His boys must have liked the new flavoring for they ran away with the Northern Division championship of the Coast Conference.

At the Nampa Coaching School, Coach Gill outlined his theories of offense and defense in a course consisting of two-hour demonstration-lecture periods per day. After a detailed analysis of his attack, the Beaver coach delved into the intricacies of defense.

Gill does not wax wroth over either the man-to-man or the zone. He likes both types and uses the one best adapted to his personnel. He takes into account the size and speed of his boys, the size of the court, the opponent's style of play, and the respective individual abilities of the teams.

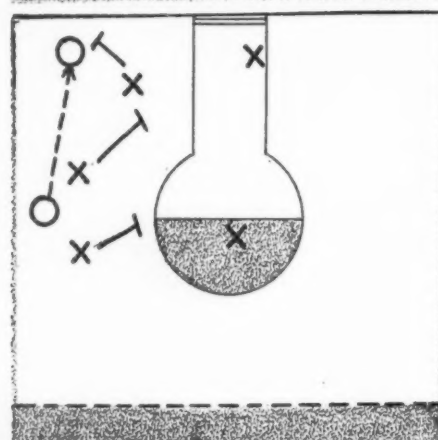
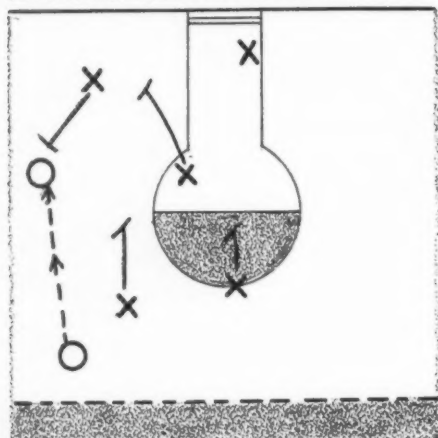
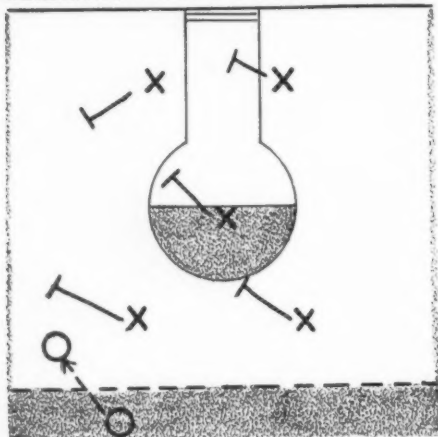
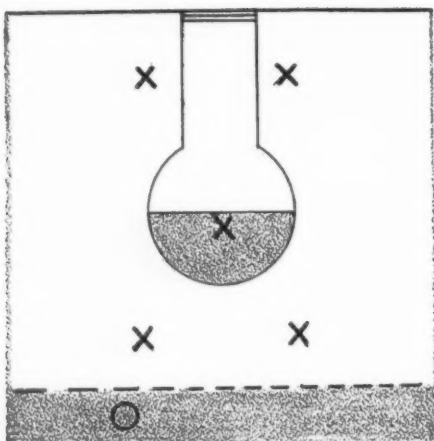
In playing a man-to-man defense, the fundamental responsibility of the player is to keep between the opponent and the basket. The feet are in stride position with the weight on the rear foot and the hand corresponding to the forward foot held high overhead. Direct vision is kept on the man and indirect vision on the ball.

When it is necessary to move in to the attacker, the guard should alight with the feet spread and the rear knee flexed. Any move the opponent makes should be countered with a retreating step. The guard may gain an advantage on the attacker by stepping away quickly as he passes.

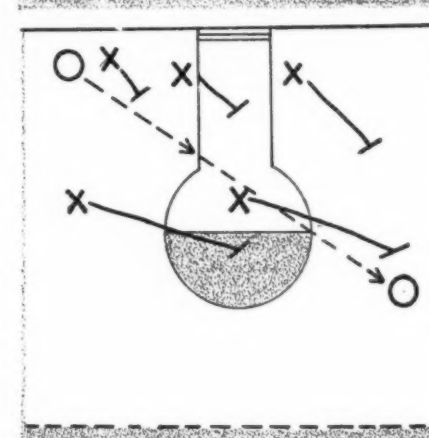
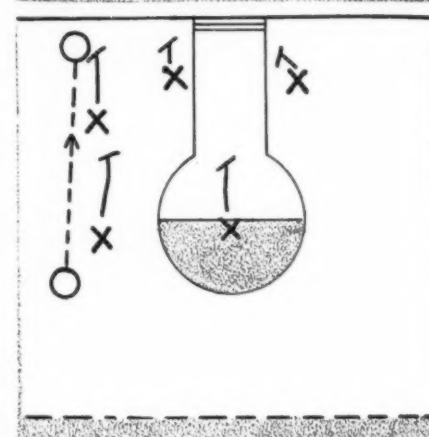
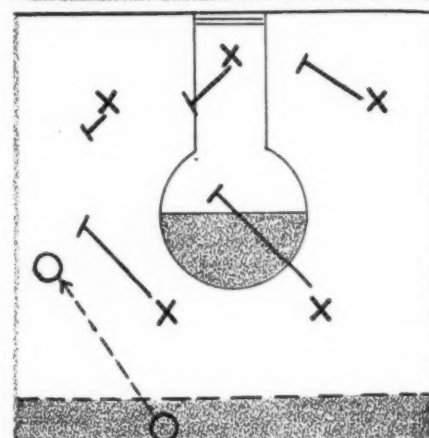
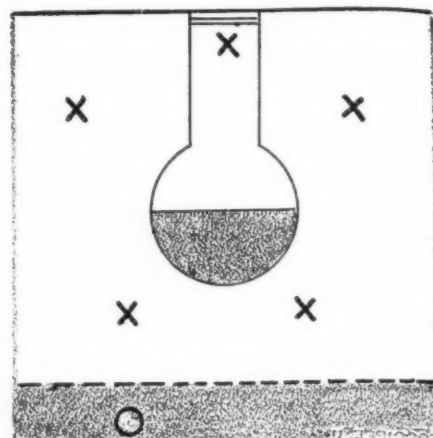
A clever defensive player will discover the strength of his opponent early in the game and build his defensive net accordingly. For example, if the attacker can only go to his left, the guard should play him strong to that side. If the opponent has a good shot but is slow afoot or lacks drive, the guard may play him close. On the other hand, should the man possess speed and shiftiness but only a mediocre shot, the guard should give him room.

To cover a breaking player, the guard may retreat with a boxing step or a regular running stride. In the second alternative, the defensive player should make sure to turn

(Concluded on page 25)



TWO-ONE-TWO ZONE: In this type of shifting defense, the center man is the quarterback. He barks instructions to the front men, telling them when to rush and when to fall back. When the situation warrants it, he does the same for the men who are normally behind him.



CIRCLE ZONE: As in the 2-1-2, the compact center is maintained by constantly moving with the ball. Every player faces the ball and plugs the center at the same time. The front men are charged with the responsibility of rushing the ball-handlers, forcing them into committing errors.

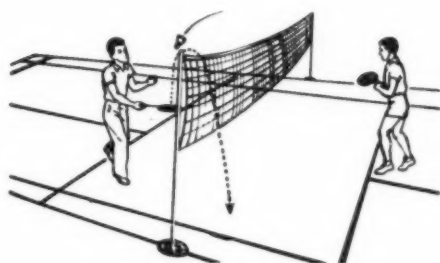
BADMINTON'S DECEPTIVE PLAYS AND STROKES

By C. H. Jackson and L. A. Swan

This is the second of a series of two articles on deception in badminton by the famous midwestern coaching-writing team of Carl H. Jackson and Lester A. Swan.

NET play affords frequent opportunities for deception. Once the player in this area is thrown off balance or caught moving, he has little chance to recover. The predicament in which he often finds himself provides considerable amusement to the spectators and no small amount of fun for the players.

Several deceptive net plays are



shown in the illustrations. The dotted lines signify the faked flight of the bird and the solid lines the actual hit. In the Cross-Net Drive with Fake Drop the player fakes a short drop directly over the net, in an attempt to draw the opponent to one side of the court. He then drives the bird along the net tape to the opposite alley.

The racket is brought up with the face flat until a moment before contact; then turned quickly with the wrist, tapping the bird firmly from the side and directing it along the length of the net tape. The stroke itself (aside from the preliminary deceptive flourish) is a gate-swing made almost entirely from the wrist.

This play may be worked from the other side of the court with a backhand shot. Some players make a deceptive backhand drive by using the full arm rather than the wrist and slicing the bird so as to direct it to the opposite side.

To do this, the bird must be hit near the level of the net tape. This technique requires considerable finesse to avoid hitting the feathers and "throwing" the bird.

In a simpler variation, from the left side of the court, the preliminary part of the stroke is executed the same as before but the racket face is turned to the *right* and the bird tapped cross-net toward the right alley.

The reverse of this play is a short Drop directly over the net with a Fake Cross-Net Drive to the opposite alley. The deceptive part of the stroke is a side-swing which may be combined with a movement of the body (dotted line on the court) to give the same impression. Just before contact the racket face is turned by means of a quick turn of the wrist. The bird is hit from under and dropped directly over the net.

Deception may be introduced by a movement of the body rather than by a purely deceptive flourish of the

draw his opponent over or confuses him so that he is unprepared for the play.

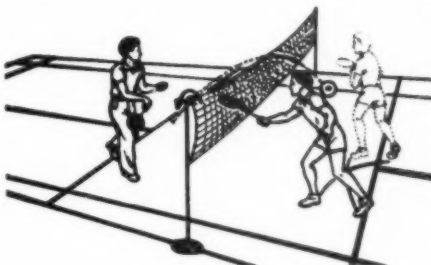
These plays all assume that one has time to delay the early part of the stroke or to delay the contact; this is an essential part of the deception. Timing the play is also important. Without taking your eye off the bird, the opposing player's movements may be observed through indirect vision. Should he move in anticipation of the play, you often will still have time to reverse your original intention.

Most of the deceptive plays that have been described take place in the net area. Defensive considerations in this area are therefore in order.

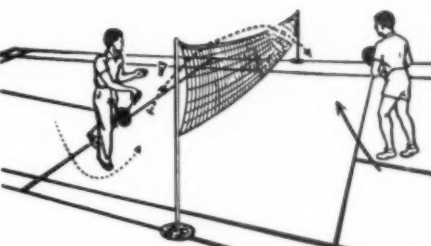
It is important, therefore, to maintain proper position and body balance for the next play, particularly if it is directed to the net area. Indeed, balance is the keynote of deception. The less experienced player's inability to move in time for the shot is often due to the fact that he is off balance and not that he is slow in his reactions. He may be quite unaware of this fact.

In regular doubles, as a general rule, the player taking a net shot is responsible for the succeeding play if it is likewise directed to the net area. In the illustration showing Defense at the Net the player on the right has made a short drop directly over the net (note heavy line). He has made the shot with the

Cross-Net Drive with Fake Drop



Defense at Net



Drop with Fake Cross-Net Drive

racket. One such play is to rush to one side of the bird and to drop it from the opposite side. This is done by simply coming up under the bird with the racket as you pass even with it.

When passing to the left of the bird the shot is made from the forehand; when passing to the right, from the backhand. A very slight cut on the bird will make it all the more deceiving. The fact that the player rushes to one side tends to

right foot forward, thus protecting his backhand and enabling him to reach farther forward. The longer reach enables him to stay farther away from the net.

Note that his rear foot is not beyond the short service line. Balance and position are thus maintained for a quick shift to the right in case of a cross-net return (dotted line) to the far alley. He is also in the best possible position, under the circumstances, to move to the backcourt.

2 WAYS TO BETTER TEAMWORK

THE BASKETBALL COACH'S Record Book

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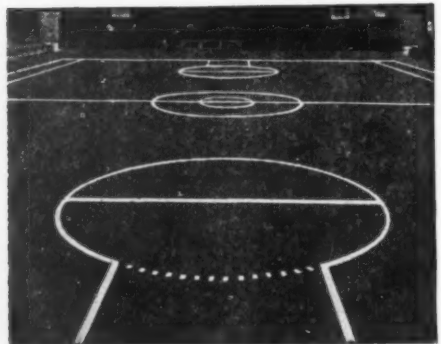
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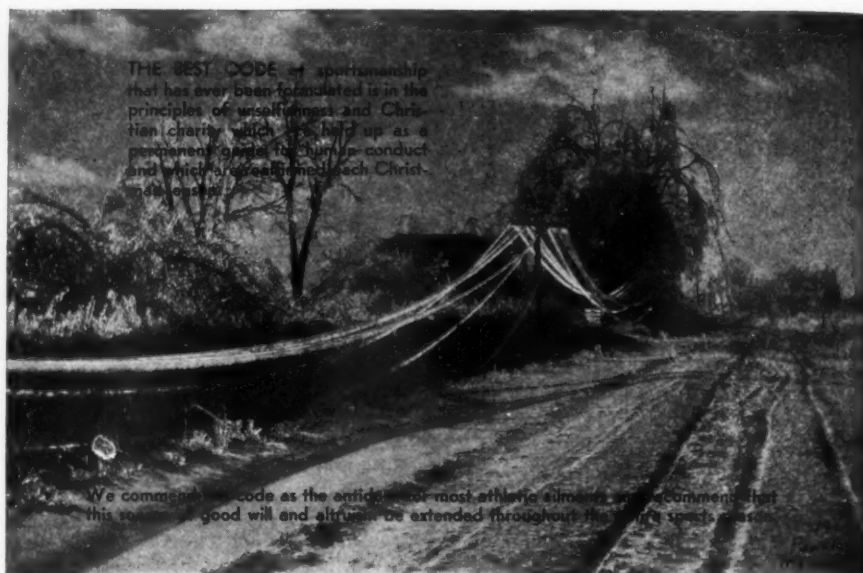
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NATIONAL FEDERATION NEWS



Cordial Best Wishes for 1941 from the Secretary and Officers of the National Federation

THE welfare of the nation depends on the health and happiness of the millions of honest and courageous people who go about their everyday way of living regardless of reported social and economic upheavals or threatened reversals in the orderly progress of civilization. The first and last lines of defense are in the moral fibre of these people.

Morale is high during the holiday season because attention is centered on the contribution that can be made to the happiness of the family, friend and neighbor. The nation is safe and strong when this united feeling of good will prevails because it is in such an atmosphere that human beings grow and develop.

It is the great privilege of those engaged in school work to be important agents in the promotion of this holiday phenomenon and in the extension of its influence to the days which follow. There is no more important work than this, for it is the foundation of the American way of life.

Regional conference

A National Federation Regional Conference will be held in connection with the meeting of the Southern Association of Secondary School Principals at Memphis, Tenn., on Wednesday night, December 11 and Thursday morning, December 12. All executive officers and members of state boards of control who are within reasonable distance are urged to attend. Any others who have an interest in the activities of the state and national high school associations will also be welcomed.

The Conference is in direct charge of Secretary F. S. Elliott of Whitehaven, Tenn.

House Bill 10606, generally known as the National Preparedness Act for Health Education, Physical Education, and Recreation in Schools and Summer Camps, will be one of the main topics that will be discussed at this meeting.

This bill has the backing of the American Association for Health, Physical Education, and Recreation and is being supported by many of the physical training departments of the state universities. In brief, the bill would authorize the federal government to appropriate from fifty million to one hundred million dollars per year, the funds to be used for the promotion of physical education in schools.

A like amount would be appropriated for the establishment of summer camps which would be open to all school children between the ages of nine and twenty. The funds are to be administered through the state department of public instruction and the program is to be set up by that department.

One section of the bill states that the department of public instruction shall provide for the administration including "cooperation and, when necessary, working agreements between state education agencies and any other public agency or agencies administering services related to the service furnished under the state plan, including public agencies concerned with welfare, general health, conservation and parks."

This is about the only provision which gives any consideration to the well organized state high school athletic associations, except as they may be directly connected with the state department of public instruction. It is obvious that such a program will have

some definite influence on the work of the state association in case this bill is passed. This is particularly true of the summer camps which will undoubtedly include all kinds of sports.

At this time no recommendation is being made other than the suggestion that each state executive officer make a careful study of this proposed bill (copies of which may be obtained by writing your senator or representative) and contact the proper authorities relative to the actual effect the plan would have on present organizations connected with physical education and athletics. Further developments will be reported as information becomes available.

FOOTBALL RULES QUESTIONNAIRE

ALTHOUGH the 1941 football season may seem a long way off, the men who make the rules are required to work a year ahead. Even now the National Interscholastic Football Committee is collecting information in preparation for the annual meeting on January 10 and 11 in Chicago.

The annual football questionnaire, which is being circulated in all thirty states using the interscholastic code, provides a medium for coaches and officials to express their opinion on the major changes which were used for the first time during the past season, and to indicate their approval or disapproval of a list of proposals for the 1941 code.

Among the rules which were used for the first time in 1940 were:

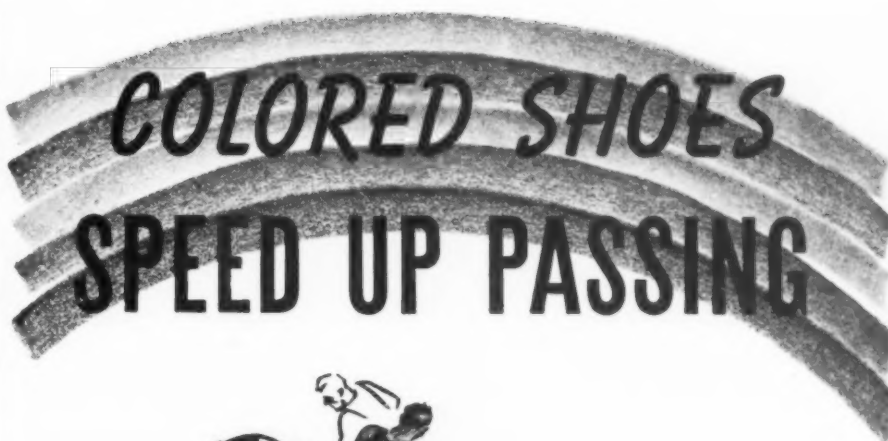
1. Any number of eligible players were permitted to touch or complete a forward pass. It was even possible for an eligible player to deliberately bat a forward pass forward or backward to a second eligible player who might be in the open.

2. If a pass was touched by an ineligible player, it was treated exactly the same as for any other form of pass interference. The illegal touching did not kill the ball and the play was allowed to go through to completion.

3. A three-minute warm-up period was required before the start of the second half.

4. All plays were classed as either loose ball plays or running plays and a simple method of enforcement was provided for fouls which occurred during either type of play.

Early questionnaire returns indicate that these innovations were received with considerable favor. It is too early to predict the final result of the voting, but in past years the National Interscholastic Committee has battled almost one hundred percent in the modifications they have made from season to season. Among the modifications which the committee first introduced



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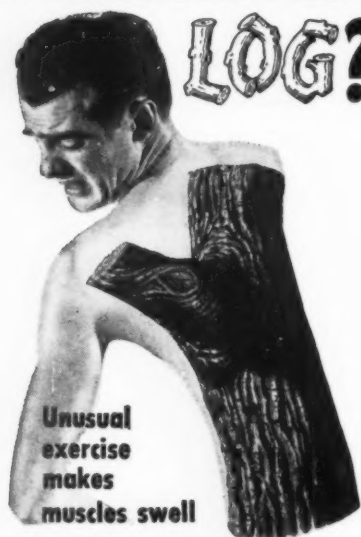
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and which were overwhelmingly approved by vote of coaches and officials at the end of the season, are the following:

1. Permitting a forward pass from anywhere behind the line of scrimmage.
2. Providing for a fifteen-yard side zone (instead of ten).
3. Compulsory use of headgear.
4. Allowing a team to retain ground gained before a pass from beyond the line.
5. Allowing a player to re-enter during the same quarter.
6. Prescribing that no distance penalty can be greater than half the distance to the goal line.
7. Permitting the ball to be handed forward behind the line.
8. Giving definite protection to the passer after the ball has left his hands.
9. Regarding continuing action fouls as fouls between downs rather than as a part of the previous down.
10. Introducing the "loose ball" concept and thus making possible a simple method of enforcing penalties.

All of these measures have proved to be popular and have contributed to the safety of the game, to improvement in type of play and to simplicity in rule administration.

Possible changes

A number of proposals have been made for the 1941 rules. Some of the more important ones which will receive consideration by the Committee are listed here together with the whys and wherefores. Men who received the questionnaire were asked to vote yes or no on these proposals.

1. For any foul which now has spot of enforcement behind the goal line, enforce from the goal line.

Reason: If a five yard penalty is enforced from six yards behind the goal line, it may result in a touchback (20 yard penalty) but if it is four + yards behind goal line, it may place ball on the one-foot line. Proposed rule would be more equitable.

2. For an incompletion or pass interference by A in B's end zone during fourth down: (check only one)

a. Make penalty the same as during any other down.

b. Allow B the option of a touchback or loss of down and 15 from the previous spot.

c. Retain present rule.

Reason: This touchback rule is probably a hold-over from days when the end zone was out of bounds behind the goal posts and also when every effort was made to hamstring the forward pass. If a team advances the ball to the opponent's five-yard line and chooses to attempt a forward pass on fourth down, there is no good reason to assess a 15-yard penalty in addition to loss of down.

Also this would prevent the gaining of ground on an incompletion in cases where a team might be on the 50 and throw a long pass which is incomplete in the end zone.

3. Remove the rule exceptions which

now permit a team: (a) to place ball anywhere behind (instead of on) the free-kick line during a free-kick, (b) To snap ball from anywhere directly behind (instead of at) the spot of a fair-catch.

Reason: Most of the original reasons for these exceptions disappeared when the side zone was introduced and the goal posts were moved to the end line. They ought to be removed in the interests of simplification.

4. Modify present restrictions on forward pass which ends behind the line of scrimmage by:

a. Eliminate interference rules during such a pass.

b. Remove penalty for throwing second pass if thrown from behind line.

c. Make penalty for second pass from behind line five yards and loss of down (same as for other illegal passes).

d. Treat such a pass the same as rules now treat a handed pass.

Reason: This is another hold-over from the time every possible limitation was placed on the forward pass. Removal of the restriction would not greatly change the game because ineligible are now held on the line of scrimmage and chances of completion behind the line are no greater than for a lateral. The change would eliminate some rule complications and would offer slight opportunity for an inventive coach or quarterback to execute a spectacular play.

7. Make flat rule which will provide penalty for player going out of bounds to set up a play (such as coming back in to touch a pass or kick or to block or tackle or recover the ball).

Reason: Under the present rules there is scattered coverage for certain cases where a player is out of bounds. During a pass an A player becomes ineligible if he goes out of bounds but this does not apply to B. Such an A player may be ahead of his line without penalty, but it is illegal if he touches the pass. However, he may legally catch a backward pass. A player out of bounds at the snap or free-kick commits a foul but the rules do not cover a player who might run along the side line out of bounds during a running play and then come back in to block or tackle or receive the ball.

During a free-kick a player can be out of bounds but the act becomes a retroactive foul if by A and he touches the kick. On any other kick, the rules do not prevent the act. There seems to be little logic in the present situation. The game was meant to be played inbounds and a simple flat rule can cover all cases.

10. Require players of kicking team to remain five yards away from where kick comes down (touches ground or a receiver).

Reason: This is designed to encourage the running back of kicks and also to reduce injuries caused by vicious tackles which are made immediately after the ball has been touched and while the receiver is still off balance.

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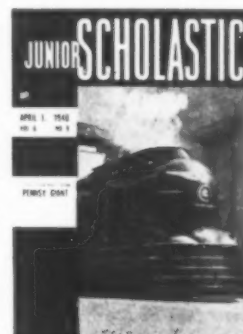
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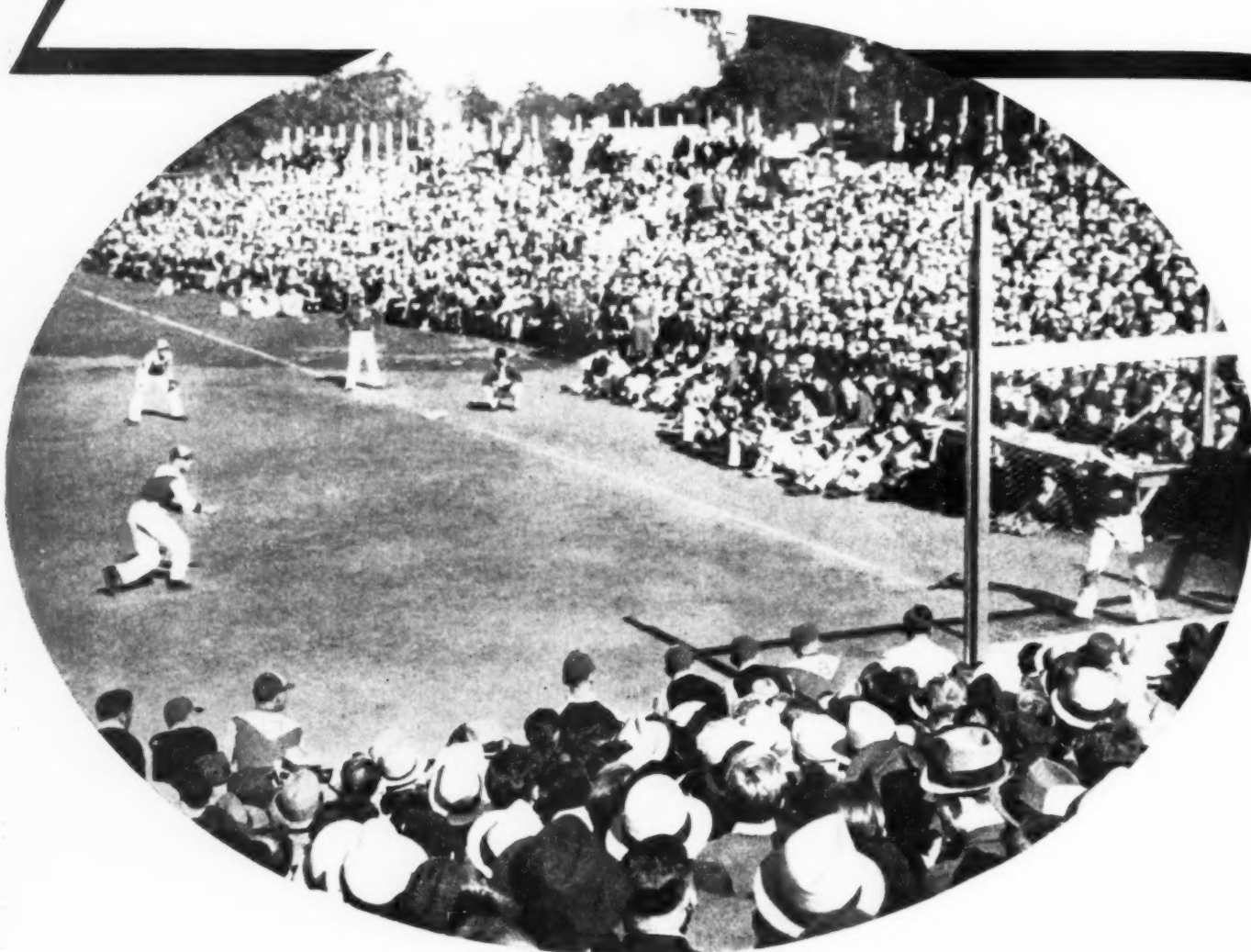
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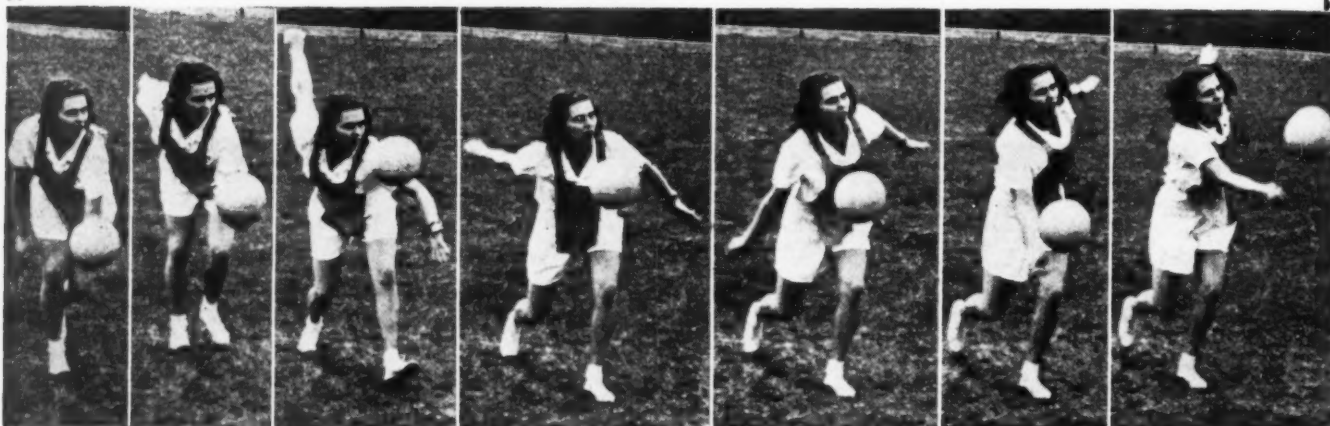
I anticipate in the boys tournament and in the girls tournament. I would like to start actual
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Kansas

New hoop setup

KANSAS has made some important changes in its basketball program this year. Heretofore the schools have been divided into two classes for tournament purposes, but this year there will be three. Schools whose enrollments are more than 475 will be in the AA division, those between 175 and 475 will constitute the A division, and those of 175 or less will be in Class B. Each class will have a separate tournament in which sixteen teams will participate.

Class B teams will start their preliminary district elimination tournaments the first week in March. The following week all three classes will engage in the regional tournaments in which the winners will qualify for the state championships. Since there are a smaller number of schools in the A and AA classes, it will not be necessary for them to participate in more than one qualifying tournament.

Teams will be limited to a maximum of eighteen games per season, exclusive of tournaments, beginning this year. There is a general feeling that basketball is taking up more than its share of the school and athletic

year, since the season's schedule is being started almost a month earlier than was the case a few years ago. The new regulation will make it necessary to start the season later or play fewer games each month. Both of these solutions appear to be desirable.

The new streamlined basketball backboards will be used in the state tournaments this year. A large number of schools have changed to the new boards already and many others are making preparations for their installation.

The athletic protection plan is in operation for the third year and to date more athletes are enrolled than ever before at a corresponding time of the year. More than 10,000 are on the rolls and this number will be increased with the opening of the basketball season.

E. A. THOMAS,
State H. S. Activities Assn.,
Topeka, Kan.

North Dakota

Championship game called

CO-CHAMPIONS reign in Class A football this year. Bismarck, winner of the Western division, and Grand Forks, winner of the Eastern

division of the Class A conference, were to have played for the title on Armistice Day, but snow, deep enough for skiing, together with extremely cold weather, induced the schools to cancel the contest.

In direct contrast to the Bismarck-Grand Forks arrangement, was that involving Beach and Sacred Heart Academy, finalists in the race for the Class B crown. These teams, also scheduled for Armistice Day, played the contest on a snow-covered field in weather three degrees above zero. Only a small number of diehards witnessed the game, which was won by Sacred Heart, 18-0, thus giving them the title for the second successive year.

JOHNNY MACH,
Williston, N. D.

Missouri

Eligibility rule change

AFTER thoroughly studying the state constitution and comparing it with other state codes, a special committee from the St. Louis District is now circulating among member schools of the State High School Athletic Association a proposal to amend parts of Article V on Eligibility.

A study of each regulation under Article V, Section 1, convinced the

(Concluded on page 30)

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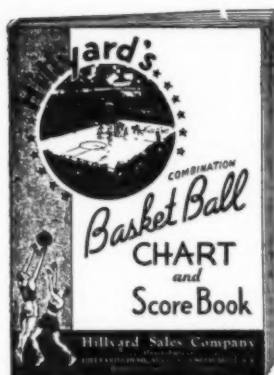
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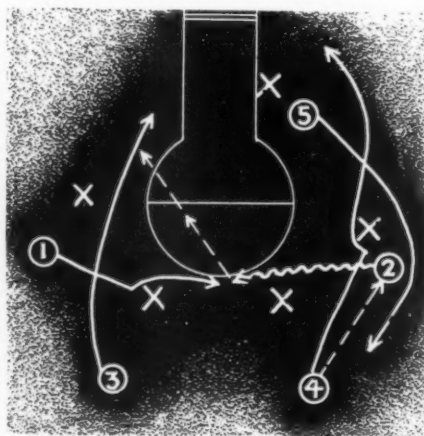
Triple Threat Offense

(Continued from page 5)

Guard Doyle was wide open under the basket for set-ups five or more times; and the Aggie guards among them scored six field goals on this play.

Picture No. 4 shows the early part of this offense, Center Schwertfeger receiving the ball in the Duquesne game last March, preparatory to dribbling to the free-throw circle to pass off to one of the guards cutting for the basket, or to use some option of the play.

Picture No. 5 shows the finish of the Number Two offense with No. 27, Forward Smelser, scoring a set-up against DePaul. Smelser, on an option of the play, came down the back side of the court and took a pass from Guard Renick to drive in for the basket.



Diag. 3

Diag. 3 shows how this offense works against a defense with a "sinking" front line.

No. 4 passes to 2 and screens X2. The receiver dribbles out to the rim of the free-throw circle, while 1 screens X3. 3 breaks down the back side of the court and takes a pass from 2 for a set-up.

No. 4 may continue down his side of the court for a pass from 3. As another option 1 may come across to the rim of the free-throw circle and get a pass from 2 for a short shot over the dribbler's head. 5 may pull out to the side and come towards the middle of the floor to receive a pass-out for a semi-long shot.

Picture No. 6 shows this play with No. 29, Center Schwertfeger, taking a pass-out from Forward L. J. Eggleston for a semi-long shot after Eggleston was trapped in the free-throw lane attempting to drive for the basket. This picture was taken during the A. & M.-City College game last December, which the Aggies won, 36-24.

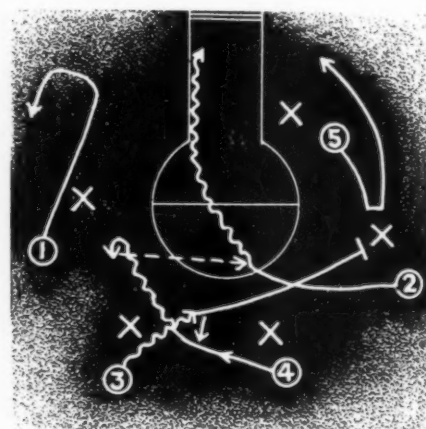
Diag. 4 illustrates the Number Two offense as used against a defense which is alternating its forwards up and back.

No. 3 dribbles and passes to 4, 3 going on to screen X2. 5 comes out to help screen 2's man. 4 dribbles, and 2 breaks for the free-throw circle, taking a pass from 4 and dribbling in.

No. 5, as an option, may turn and come back under the basket for a pass from 2, or 1 may take a pass-out for a short shot.

A. & M.'s Number Three offense is used against a zone defense, or variations of zone defenses.

The most common type of zone in the Midwest and Southwest is a 2-1-2. For a good many years A. & M. would set up its offense



Diag. 4

against this zone with three players inside and two out, and pass the ball around the zone. Then, overloading one side in triangular fashion, an Aggie guard would drive down the back side of the court. At the same time, we relied a great deal on possession, hoping the zone defenders would get over-anxious and pull out of position.

When records disclosed that two-thirds of our shots were being taken from spots on the fringe of the zone, we realized we would have to make changes. The idea was to build an offense which would enable us to get a larger percent of shots in a radius 18 feet or closer to the basket.

To accomplish this we placed four men inside the zone defense, using a double post. One post was set up on the free-throw line and the other back under the basket at the side of the lane. We flanked these post men with two forwards, to the right and left of the post and deep inside the zone. We kept our best ball-handler outside the defense.

Post men changed as the ball was being passed, and forwards changed as the ball was being handled on the post, looking for passes to the base line and cut-in shots. As a result of this change in offense, three-fourths of A. & M.'s shots are now taken from close to the basket or at the rim of the free-throw circle.

This change also decreased the number of interceptions by the defensive team and lessened the possibility of fast breaks, which most zone defenses use very effectively.

Many college teams employ one offense successfully for years and stick to it. At A. & M. we teach these three offenses in the belief that three shots from the barrel are better than one.

Diet for Basketball

(Continued from page 11)

ting the usual routine of meals. They should be avoided at all times.

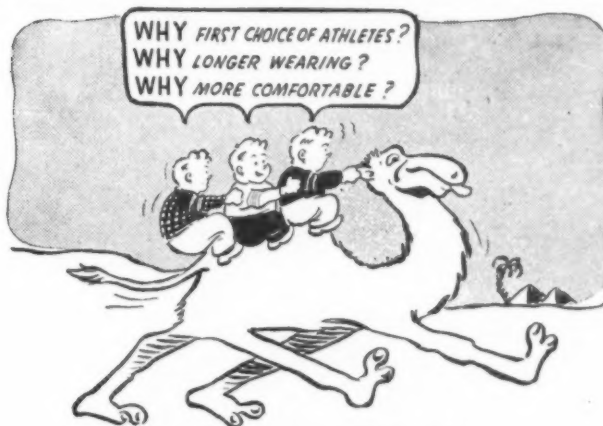
Many players suffer from individual idiosyncrasies which must be handled scientifically. Occasionally a player may have a case of "night blindness" which makes it difficult for him to see well at night. This is caused by a deficiency of Vitamin A, and will be aided by a diet containing such foods as milk, prunes, eggs, liver, spinach, escarole, lettuce, carrots, peas, apricots, butter, etc. If the condition should prove serious a doctor's counsel should be sought to determine feedings of concentrated Vitamin A.

Colds are common ailments among basketball players caused usually by playing in hot, heated pavilions and sudden changes in temperature. If the diet of the player contains an abundance of Vitamin A he will be better able to resist colds. However, a diet rich in Vitamin A will not cure a cold once it has set in. If the condition is serious a physician should be consulted. Plenty of fresh fruits, vegetables, fruit juices and water, plus a complete rest, are the best means of combating colds.

If a player appears to be getting enough to eat but yet lacks energy, check his diet to be sure he is getting sufficient Vitamin B₁. This vitamin is essential in the proper utilization of starches and sugars. To obtain plenty of B₁ the diet should contain such foods as peas, spinach, tomatoes, egg yolk, liver, nuts, yeast and, especially, whole grain cereals.

Other vitamins—B₂, B₆, C, D, E—and minerals—iron, copper, calcium, phosphorus and iodine—should be included in the daily diet to keep the athlete in good health.

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AN ATHLETIC ABILITY TESTING PROGRAM

By C. H. McCloy

Ways and means of discovering capacity or potentiality for the various sports

C. H. McCloy, research professor of anthropometry and physical education at the State University of Iowa, is nationally known for his pioneer work in the field of tests and measurements. He is the author of several texts and innumerable articles on the subject.

MANY of our prolific thinkers in the field of athletics regard competitive sports as a sort of advanced course in physical education, holding the same attraction for the athletically-inclined student that advanced courses in general education hold for others.

In any advanced course of study, it is desirable to know what pupils have the capacities to participate in and profit by it. Some of our progressive educational institutions have guidance classes in which students may be tested for aptitudes for certain professions such as medicine, dentistry and engineering. The results may be used to discourage the unqualified from taking certain subjects or courses, or to guide those who possess a flair along any of these lines.

There is no reason why this type of experimentation cannot be carried over to the field of athletics. In most fairly large high schools there are almost as many potentially good athletes who do not turn out for the team as there are those that do.

Various testing programs for tapping this rich lode have been tried from time to time, but have not proved entirely satisfactory. However, there are enough valid tests available to make them worth using.

Some tests correlate .70 with sports abilities, while others correlate .90. The difference in correlations naturally affects the procedure that must be followed by the coach. To illustrate, suppose for a given sport, a coach can utilize the best five percent of the boys in school. If, using a test that correlates .90 with success in that sport, he selects the top 10 to 15 percent, he will inherit almost every possibly useful candidate. If, however, he uses a test that correlates only .70, he may have to experiment with the best 20 to 25 percent to make certain he doesn't miss any bets.

In the program of tests that follows, the writer has stressed simplicity and practicability. Many of the tests are well validated and have excellent standards. Others are ap-

parently sound though they may never have been thoroughly validated.

In using the latter type of tests, it is advisable to make distributions of the results of each test and T-score the results.¹ This gives a numerical score in which 50 is the average, 60 a point above which only 15 percent will go, and 70 a grade of performance that will be excelled by only about two and a half percent of the average school group. Score each pupil in each test, add up all his scores and select the individuals with the highest aggregates.

There are certain tests which have a very high validity for practically all sports. These should be given first. If time is limited, the other tests may be given only to those who score well in the general tests.

It should be remembered that we are testing for capacity or potentiality, and not for established ability. Strength, for example, is very desirable in athletics; but it can be readily developed, whereas innate speed and motor educability cannot.

In unearthing potential athletes, therefore, it is much more important to appraise such factors as speed and motor educability than to seek out the strong. Still it is useful to have a good measurement of strength, and it should be secured, if possible.

General tests

The general tests are suggested in the order given (where the following tests are well described elsewhere, reference to such material will be made in footnotes; only those not so well described will be discussed at any length here):

1. *The General Motor Capacity Score.* This test consists of four items for boys and three for girls. Both groups have the Sargent Jump, the Iowa revision of the Brace test (a test of motor educability), and the Burpee test for agility.

In addition, the boys have the Classification Index, which is: 20 Age (in years) plus 6 Height (in inches) plus Weight (in pounds), with age going no higher than 17. Thus, those ranging in years from 18-25 are scored as though they were 17. Detailed directions for giving

and scoring this test may be found in the reference cited in the first footnote (pp. 122ff., 347ff.).

This test is an excellent and exceptionally valid (.80-.90) measurement of ability in almost every sport, boys' and girls' sports both. Those scoring poorly will rarely make the grade. Those scoring high, however, often require some additional qualities which may or may not be present, such as persistence or courage.

2. *A test of strength.* This is not as important as the General Motor Capacity Score, but it furnishes useful information concerning immediate readiness for competition. In college, particularly, it is frequently of much importance. The strong, but slow, students are seldom good athletes. But if both the General Motor Capacity Score and the Strength Index are high, the pupil is usually a promising candidate.

The strength test is best given in the long form² and requires about \$100 worth of instruments. Where the equipment is impossible to obtain, the short form may be substituted for boys with little loss.³ This form, however, is of such little value for girls that standards have not been computed.

If you are applying the test to high school freshmen for the purpose of discovering good material for the years to come, score the General Motor Capacity Score in the form of the Motor Quotient, and the Strength Index in the form of the PFI.⁴ The strength test is of less validity for this purpose than the General Motor Capacity Score, ranging from about .60 to .80 for boys, and from .40 to .55 for girls.

These are the only basic or general tests suggested for track and field, swimming, wrestling and golf. For team sports, the following tests should be added wherever possible.

3. *A paper and pencil test of spatial imagery.* The only satisfactory test for use at present is the set of "S" tests in the *Tests for Primary Mental Abilities* devised by L. L. and T. G. Thurstone of the University of Chicago. This test may be purchased by arrangement with

²*Ibid.*, pp. 28-37, 366-69. For scoring arm strength, see pp. 354-55 (boys) and 364-65 (girls).

³*Ibid.*, pp. 25, 377-78 (boys only).

⁴*Ibid.*, Chapters XI and IV, respectively.

¹McCloy, C. H., *Tests and Measurements in Health and Physical Education*, p. 94.

Professor Thurstone for about eight dollars a hundred. The test correlates from .5 to .7 with "athletic smartness" and is useful for both girls and boys.

Where knowledge of the game is constant, its diagnostic value for athletic intelligence is still higher. As yet there are no standards, but the T-score technique suggested earlier will prove quite satisfactory.

4. *A test of agility.* The best published tests for this purpose are the Cozens dodging run or some modification of it,⁵ and the "loop-the-loop" and the "boomerang."⁶ We suggest using Cozens dodging run for football and basketball and the others for other team sports.

Special tests

In addition to these general tests, the following tests will prove helpful in selecting men for specific events or sports.

Track. Potential jumpers and hurdlers may be selected by singling out the tall, long-legged boys who made good scores in the General Motor Capacity Score and the Strength Index.

For distance runners, in addition to the General Motor Capacity Score (or better still, the Motor Quotient) two things will help, although the correlation with neither is exceptionally high. The first is the breathing capacity of the lungs, which is measured with the spirometer, and scored according to norms for age, height and weight.⁷

The other is the size of the heart. For this, an x-ray of the heart is needed. This should be taken at a distance of about six feet and exposed for one second to get the beat in diastole. For standards for men see John E. Sterrett's article, "The Prediction of Heart Size by Anthropometric Measurements in Adult Males," in the October, 1935, *Supplement to the Research Quarterly*. At present there are no standards available for the high school level. Almost any experienced x-ray expert, however, can detect a small heart. Such athletes rarely make good distance runners.

For shot putting, a high General
(Continued on following page)

⁵Cozens, F. W., *Achievement Scales in Physical Education Activities for College Men*, p. 20, and *op. cit.*, p. 176.

⁶Gates, D. D., and Sheffield, R. P., "Test of Change of Direction as Measurements of Different Kinds of Motor Ability in 7th, 8th and 9th Grade Boys," *Research Quarterly*, Oct., 1940, pp. 136-147.

⁷Kelly, Helen Garside, "A Study of Individual Differences in Breathing Capacity in Relation to Some Physical Characteristics," *University of Iowa Studies, Studies in Child Welfare*, 1933, No. 5.

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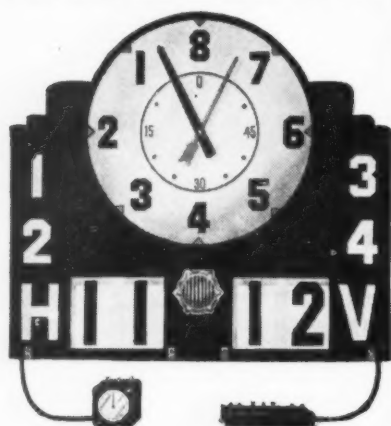
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Testing Program

(Continued from preceding page)

Motor Capacity Score is usually a favorable sign. Size is also an important consideration, the data for which may be gathered from the Classification Index.

Prospective javelin throwers may be unearthed through the general tests and a throw for distance with a 17-inch softball. The boys who heave the farthest are the fellows who will bear watching.

The General Motor Capacity Score may be used for the pole vault as well as the PFI from the short form of the strength test, the agility tests and the tests for spatial imagery.

Baseball. Outside of the general sports tests, there are no others available for baseball, except for pitching. To discover potential talent, have the boys throw the ball for distance. As in the javelin throw test, choose for further training those who throw the ball the farthest. In high school, the boy who can throw 300 feet usually can be developed. In major college competition the standard is about 325 feet.

Basketball. In addition to the general tests, coaches may use the excellent aids designed by L. W. Johnson (for boys) and Young and Moser (for girls)⁸. The L. W. Johnson test is especially effective in predicting potential basketball ability.

Football is the most difficult sport of all to test for potential ability. Most of the tests that are recommended simply test skills, not potentialities. In addition to the general sports tests, there is some evidence to show that those who stand high in a total score (T-scores) of the following tests are usually good material: (a) arm strength (the strength test, short form); (b) a 60-yard dash; (c) the Classification Index; and (d) shot put from a stand.

If the General Motor Capacity Score is added to the score of the strength test (short form), the result will correlate highly with potential football ability.

There are no validated tests for swimming potentiality. We suggest experimenting with a plunge for distance. The boy should be clocked from the time his feet leave the edge of the pool until his head reaches a

⁸Johnson, L. W., *Objective Basketball Tests for High School Boys*, Unpublished Master's Thesis, State University of Iowa, 1934. Young, Gertrude, and Moser, "A Short Battery of Tests to Measure Playing Ability in Women's Basketball," *Research Quarterly*, May, 1934.

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mark 20-feet away. This test is based on the theory that fast plungers offer the least resistance in the water, and can thus be taught to swim fast.

Students with small hearts do not as a rule make good swimmers; hence x-rays of the heart will aid here just as in distance running.

Of all the tests suggested, only these need be given more than once every three or four years: Classification Index (age, height, weight), Strength Index, Breathing Capacity of Lungs, and x-ray of heart (for distance runners and swimmers only).

The following tests should be given to everybody: Classification Index, Sargent Jump, Iowa revision of the Brace test, Burpee test, Strength Index, test of spatial imagery, and the Cozens dodging run or the loop-the-loop and the boomerang tests. The first four of these constitute the General Motor Capacity Score and the Motor Quotient tests.

All the other tests that were mentioned in the article may be given only to the upper crust of potential athletes.

Brain Teasers

(Continued from page 10)

Ruling: All such contact fouls are disregarded but most technical fouls occur while the ball is dead.

Play 9: Are two free throws always awarded for fouls involving unsportsmanlike conduct?

Ruling: Two free throws are always awarded for contact fouls which also involve unsportsmanlike conduct but technical fouls involving unsportsmanlike conduct may result in only one free throw.

Play 10: A1 and B1 foul each other and it is A's fourth personal foul. The Scorer does not discover this until after A1 has attempted his free throw. The throw is successful. Should the point count or should it be cancelled and A6 permitted to throw or should the point be cancelled without any substitute throw?

Ruling: If the error is discovered before the watch is started following the last free throw, the point should be cancelled and no substitute free throw should be permitted. It is assumed that A should know when he has committed his fourth personal foul and consequently it is his responsibility to have his substitute take the free throw. If the mistake is not discovered until after the watch has started following the last free throw, the point should not be cancelled but, of course, A1 should be removed from the game as soon as the Scorer may legitimately inform the Official.

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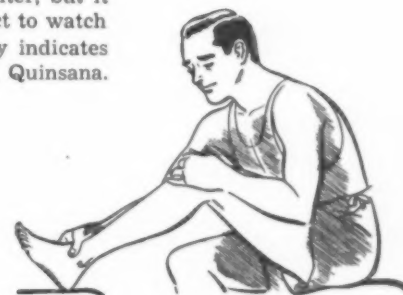
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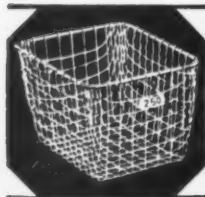
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ELEMENTS OF FIGURE SKATING

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INSPIRED no doubt by the numerous figure skating motion pictures and carnivals that have swept the country the past few years, an ever-widening circle of figure skaters may now be seen looping and dancing on the ice.

As an extra-curricular high school activity, the sport has exceptional potentialities, having a fantasy of posture and an airy freedom of motion that both challenges and enchants the adolescent.

Unfortunately a great many schools are not located near an indoor rink nor a body of water that can form a natural rink during freezing weather. Some of these schools have solved their skating problems by artificial means. Satisfactory rinks have been obtained by merely flooding a smooth patch of ground and depending upon the weather to freeze it. But this method is productive only as long as the ground is just right; that is, basin-shaped, a shape that permits the area to be banked around the edges.

The spray method

Under ordinary conditions, where the school has only a fairly level stretch of ground to work with, the spray method, as developed at the State College of Washington, will be found more fruitful. After the first good snowfall, the snow should be packed down firmly and sprayed with a two-inch hose. The water should be shot high into the air so that it will fall like rain.

Nothing further should be done until the drenched snow freezes. A nozzle having a spray outlet should then be attached to the hose, and the ice sprayed again. After five or six applications, you will have a suitable thickness for skating.

Students seeking advice on the purchase of figure skates should be advised to have the shoe fitted over a light pair of socks. The shoe must fit so well that it feels a part of the foot. It is impossible to get this snug fit over a heavy sock. The boot must hug the heel to prevent it from slipping up and down even the least bit.

The skate itself should be selected to fit the shoe and adjusted by someone who knows what he is doing. In starting out two screws may be used on the fore part of the skate and two on the heel.

The first thing to learn upon taking the ice is how to lace up your



boots. To avoid discomfort, the lacing should be left fairly loose from the toe almost to the instep bone. Across the instep, the lacing should be pulled very tightly through four or five eyelets and knotted firmly. This will insure a snug fit around the ankle. From the instep to the top the lacing is again fairly loose, allowing the toes freedom of movement and preventing muscle cramps.

In moving along the ice and acquiring speed, the student should remember that all skating must be done on the edge of the skate blade. Skating on the blade edge and leaning tend to make the skater progress in curves, rather than in a straight line.

A blade is identified in four sections, or edges: the forward outside edge, the forward inside edge, the back outside edge, and the back inside edge. The problem that besets the beginner is that of keeping in motion on one foot, while the other foot is preparing to shove him along.

The skater should start with the outside edge of either foot. The body is leaned to the side of the skating foot but otherwise is kept erect, with the skating knee well bent. The free leg, and the arm on that side, will go naturally to the rear as the skater makes his first stroke. The stroke is made on the edge of the blade by leaning the whole body, not by turning the ankle. In a short time, foot will follow foot in instinctive rhythm.

A good skater will have his body erect, the arm on the skating side in front of the body with the forearm and hand as nearly parallel to the ice as possible. The other arm and shoulder blade is held well back, gracefully not rigidly. The hands are below the waist, con-

trolled but relaxed, palms facing downward.

The knee of the skating foot is always slightly bent and flexible; the free knee is also bent, turned well out at the hip and always kept away from the other knee. The free toe is turned down and out as far as is possible.

To skate backward, only the direction of propulsion is reversed.

Figure skating consists of two parts, school figures and free skating. The former, which counts most in competition, consists of patterns formed on the ice starting from rest, each of which is retraced three times. The four fundamental figures which must be learned first are the outside forward, the inside forward, the outside backward, and the inside backward figure eights.

There is a different start for each of these edges, but the requirements are the same for each: first, that it deliver sufficient impetus to enable the skater to complete the figures on a good strong edge; second, that it launch him into the circle on the proper edge, without any wobbles or straight edges in the curve; and third, that it be smooth, graceful and steady so that the skater does not have to struggle to regain a balance lost in starting.

Tips on Defense

(Continued from page 12)

on the first step toward the man and upon coming to a stop land with both feet spread and the weight well balanced.

In playing a zone defense the first consideration is to stop an overhead threat. The boys should keep good man-to-man defensive positions on the attackers whenever possible. As the ball is tossed around and opponents start cutting by, the zone men should shift with the ball and try to force the cutters to the inside where the defense is strongest.

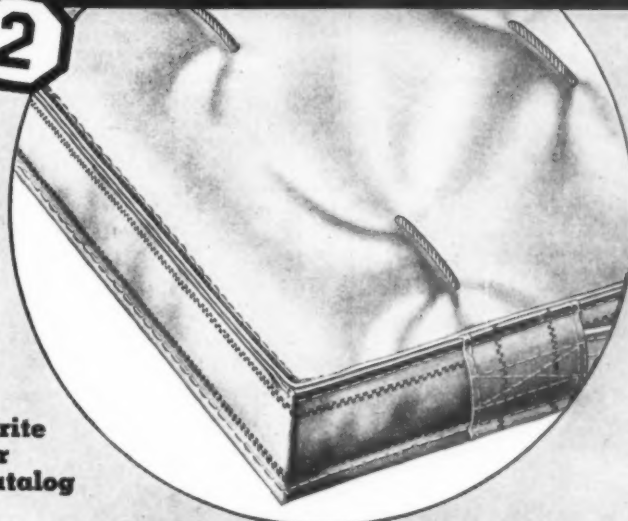
Other points to observe in playing a zone follow:

1. Be aggressive in to the ball.
2. Disregard the offensive man behind you.
3. Do not cover the man out of bounds on an out-of-bounds play.

The type of defense to use depends upon the opponents' formation, their individual strength and the tactical situation. The 2-1-2 is most effective against an enemy that concentrates its strength on the foul line or is particularly adept at passing. The circle defense pays dividends against a team that places their men outside the defense and depends upon long shots to beat it.

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RULES FOR TOUCH FOOTBALL

By Charles Law

Charles Law will be remembered as the author of the excellent article on intramural sports that appeared in last May's "Scholastic Coach." As assistant director of physical education at Melrose, Mass., High School, he has been instrumental in organizing one of the finest intramural programs in New England.

TOUCH football is a modified form of football that is played in many different ways throughout the country. Practically every state group has its own code of rules, but this fact has not interfered with the growth of the game.

Its success as an intramural sport may be attributed to three major factors: first, it satisfies the boys' demand for football; second, it accommodates a relatively large number of participants; and, finally, it requires an attractively low financial outlay.

At Melrose, 92 intramural touch football teams compete in a ten-game schedule throughout the year. Our first step, when we launched the game, was the formulation of a playing code so that everybody could play the game the same way. We tried to concentrate on simplicity and at the same time keep a close relationship with the regulation game. Our tag offspring thus has much the same appearance of the parent game, giving the boys an opportunity to learn some of the rudiments for future use as players or spectators.

The rules that follow were drawn up to fit the situation at Melrose. If they do not fit your particular set-up, they may easily be adapted without straying too far from the fundamental principles.

1. **SIZE OF FIELD.** The most desirable size of field for these rules is an area 60 yards long and 35 yards wide. This may be larger or smaller, depending upon the available space.

A ten-yard end zone is required at each end of the field. The only necessary lines needed are two lines ten yards from and parallel to the goal line. (These ten-yard lines correspond to the twenty-yard lines in the regular game.)

2. **NUMBER OF PLAYERS.** At least eight men are required on each team: five linemen and three backs. The offensive team must have at least five men on the line of scrimmage; the defensive team at least four.

3. **TYPES OF PLAY.** The ball may be kicked, passed or carried.

Passing: The ball may be passed or lateraled in any direction at any

time and place on the field of play.

Carried: The ball may be advanced until player in possession is tagged.

Kicking: If the ball is to be kicked the kicking team must announce and carry out its intentions. When a kicking play is announced, all players on both teams must remain stationary until the kick has been made. (This is to prevent injuries to boys who are playing in gym suits and to eliminate heavy contact work.)

The defensive team is allowed only two men more than ten yards back of the scrimmage line.

4. **KICK-OFF.** The kicking team must kick from its own ten-yard line. Every man must be in back of the ball until it is kicked. If not, the infraction draws the same penalty as an offside—five yards. The kick may either be a regular punt or a kick from placement.

The kick-off automatically goes to the receiving team unless it carries across the goal line, in which case it is a free ball. If it is downed behind the goal line by the receiving team, it is ruled a touchback and brought out to the ten-yard line. If it recovered across the goal line by the kicking team, it is ruled a touch-down.

The receiving team must accept the kick-off unless it is kicked outside or across the sidelines. If the ball is kicked across the sidelines, the receiving team may demand another kick or take possession of the ball in the middle of the field in line with the point at which it crossed the sideline.

5. **TAGGING.** The ball-carrier, or whoever is in possession, may be tagged anywhere on the body with the exception of the head and arms.

It is illegal to tackle or leave the feet to block an opponent. These fouls invoke a twenty-yard penalty. If the foul is committed inside the offender's twenty-yard line, the ball is put on the one-yard line.

6. **SCRIMMAGE LINE.** The defensive team must stay at least one yard away from the imaginary line on which the ball rests. The offensive team must stay in back of the imaginary line. Failure to observe this rule incurs a five-yard penalty, the down remaining the same.

7. **CENTER PLAY.** The ball must be snapped back between the center player's legs; failure to do this results in the loss of a down. If the center picks the ball up from the

ground, he may be tagged with the loss of a down (unless he is merely arranging the ball to pass it back).

8. **SAFETY AND TOUCHBACK.** On a safety or touchback, the ball is put in play on the ten-yard line.

A safety occurs when the team in possession of the ball causes it to be downed in back of its own goal. It is scored as two points and kicked from the ten-yard line the same as a regular kick-off.

A touchback is declared when the offensive team recovers the ball across its own goal line, the impetus coming from the defensive team. The ball is put in play on the ten-yard line.

9. **FUMBLE.** If the player receiving the ball from center fumbles, he may pick it up and continue play. If the defensive team recovers, it takes possession at that point. The same rule applies for a fumbled kick-off. If a man catches a pass and then fumbles, the ball is declared dead at that point and ruled a down.

10. A team is allowed only four downs. After the fourth down, it must surrender the ball to the opponents. There are no first downs, due to the size of the playing field and the easy opportunity to gain yardage.

11. All players are eligible to receive passes anywhere and anytime. A team may pass the ball as often as it desires during a play until a man in possession either is tagged or fumbles.

An incomplete pass behind the line of scrimmage brings the ball back to the point at which the center put it in play.

An incomplete pass after the ball has been passed or carried beyond the line of scrimmage brings the ball back to the spot from which it was last thrown.

An intentionally grounded pass draws a five-yard penalty and the loss of a down.

A pass caught out of bounds is considered incomplete.

12. **BLOCKING AND HOLDING.** Blocking is allowed only with the upper part of the body. Leaving the feet to block incurs a twenty-yard penalty.

Holding by the offensive team draws a five-yard penalty and loss of down. Holding by the defensive team also draws a five-yard penalty but the down remains the same.

The man in possession is not permitted to use a straight arm. Neither can he push or slap the arm of an opponent. These fouls are penalized by bringing the ball back to its original point with a loss of down.

13. If a man in possession slips or

(Concluded on page 32)

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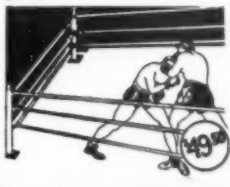
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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Have you heard about the fellow who accosted the unsuccessful football coach? "Who was that lady I saw you with last night at the sidewalk cafe?" he asked. "That was no sidewalk cafe," rejoined the unsuccessful football coach, "that was my furniture."

For right smart talk, Coach Mal Stevens of New York University is in a class by himself. As evidence take this excerpt from his piece in the November 23 *Satevepost*, entitled "The Coaches Pull Boners Too."

"There was a terrific to-do when fabled Yale arrived in Athens the day before the game. (Ed. note—Stevens is referring to the Yale-Georgia game in 1929; he was coach at Yale at the time.) They threw us a staggering dinner party that evening. While we were exhibiting notable receptivity to Southern hospitality, I noticed Harry Mehre, the Georgia coach, was sending his boys home to bed very unobtrusively. I thought nothing of it. . . .

"I began to have my doubts, though, when, making small talk with one of the Georgia players, I asked how he thought the game would go.

"'Suh,' he replied stiffly, 'Ah don't know who will win, but the South will be proud of us.'

"It was so hot the day of the game that we saw a greyhound chasing a rabbit and both were walking. The ceremonies called for the Yale squad to parade around the stadium behind the band. They paraded us interminably and my players, whom I foolishly had tricked out in the traditional heavy pads and woolen jerseys of Yale, suffered cruelly under the fierce sun. While all this was going on, the Georgia team, graciously declining to share the honors, was lolling in the

cool of the clubhouse. We were lovely guests, losing easily, 15-0. . . .

"Returning on the train that evening, a gloriously potted Yale rooter stumbled over the feet of Fred Linehan, our All-America guard.

"'Where you goin'?' the happiest Yale man in the party asked.

"'I'm not going any place,' Linehan mumbled.

"'Put him in the Yale backfield,' the drunk retorted. 'That's where he belongs.'"

Coach Bud Crowningshield of Worthington, Minn., offers this as the play of the year.

"Jack Griffith, Worthington's star halfback, made up this play in the closing minutes of our final game. With one minute and fifty-seven seconds left to play, Griffith stood deep in his end zone and faked a kick. Standing alone after apparently handing the ball to another back, he waited until the opponents' secondary were drawn out of position and then raced 109 yards for the winning touchdown, making the final score 13 to 12 in favor of Worthington. For once, a suicide play worked."

Griffith was certainly in a tough spot but the Ottawa, Ill., band found itself in a worse fix during one of their between-halves demonstrations. The boys with the horns were to spell out the word "Hello." But the "O" group managed to add a little spice to the show by winding up on the wrong end of the word. Was somebody embarrassed!

From Coach Bill Henry of Hinsdale, Ill., comes an unusual story. "During a lightweight game one of the visiting backs broke loose for a good gain. As he crossed the line one of his enthusiastic teammates yelled, 'Go Yusonavich! Go Yusonavich!' 'Fifteen yards for profane language,' called out the referee and stepped it off. Only after

the visiting team had vouched for it and the boy himself had spelled his name did the official backtrack the fifteen yards."

James Benson, trainer at John Hopkins University, stopped at a jewelry store to have his watch repaired. By chance he had with him a mask he had just purchased at a nearby sporting goods store. The mask was for the purpose of protecting an injured player's nose. After taking Mr. Benson's watch and making the necessary comments, the jeweler's eye came to rest on the object in his customer's hand. He pleasantly remarked, "I see that you have a dog." A few seconds elapsed. "He must be a large one to have a muzzle like that."

Puzzled for a moment, Mr. Benson finally got his meaning and smiled while explaining that the muzzle was not for a dog but for a football player. Holding the mask in front of his face, he explained how it was attached to the helmet. The perplexed jeweler, in all seriousness, remarked, "I—I didn't know they bite." Our thanks to John Hopkins' backfield coach, John H. McNally, for this prize winner.

Fortune spreads her favors in unusual ways. Alpena, Mich., Central High School burned to the ground last spring. Nothing was saved except the athletic equipment. The football and basketball suits had just been sent to the cleaners. The track and baseball equipment was in use and temporarily housed in the practice field lockers. Only later did Athletic Director Bob Hastie discover that none of the athletic equipment was covered by insurance.

Down at Shoemaker High School, Gate City, Va., Gene McConnell, publicity director, is right proud of "Mighty Mite" Harold Campbell, better known as "Sleepy," the state's

smallest football center. Campbell stands 60½ inches in height and weighs all of 117 pounds—"with keys in his pockets and soaking wet." According to "Sleepy" his mother contends that his miniature size as well as his nickname came from sleeping too much in a short bed. Says "Sleepy," "I insist that the first is primarily due to putting 200-pound fullbacks down on their ear when they invade my territory."

Coach Bob Martin of Osborn, Ohio, thinks that his senior fullback, Fred Kenvin, really has a way with that ball. In the closing game against Eaton, Kenvin, a one hundred and forty-two pounder, scored eight touchdowns and placed-kicked three extra points for a grand total of fifty-one points for the day. Still more remarkable is the fact that he carried the ball just eleven times during the entire game. In the second half he carried the ball only five times and scored as many touchdowns on runs of forty-two, forty-eight, fifty, fifty-three, and sixty yards. Final score: Osborn 94, Eaton 0.

For the season's most embarrassed gridiron hero we nominate Henry Lemoine's punter, Newkirk. In the final game of the year against Plainwell the Otsego, Mich., boy dropped back to kick into a stiff cross-wind. The pass from center was good. The vertical drop was made; the foot was raised in a mighty effort, but the wind intercepted and whisked the ball over the goal line for a Plainwell touchdown.

Isn't it a glorious feeling, writes Frank Colucci of McKinley Junior High in Flint, Mich., that on New Year's Day we Americans may observe:

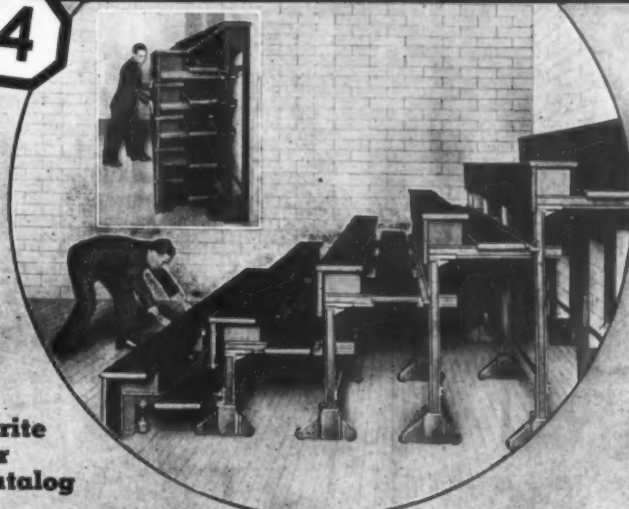
Young men over a ball instead of a trench
Football captains instead of army captains
A scrimmage line instead of a skirmish line
Heaving of passes instead of grenades
Men tackled down instead of shot down
Crowd cheers instead of gun roars
Passing attacks instead of aerial attacks
Yard markers instead of grave markers
School colors instead of redcross colors
Helmets of leather instead of steel
Goal lines instead of enemy lines
And above all, a Democracy instead of an autocracy.

From the six-man front Gene Branson reports a very successful season for Tabor, Iowa. In the first game of the year against Randolph neither team was able to score. As far as we know this is perhaps the first time that a six-man game has ended in a scoreless tie. Branson, who studied the game under Ray O. Duncan at the University of Illinois last summer, would like to hear from coaches of the six-man game in Illinois.

BILL WOOD

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DEAN HILL

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From the States

(Continued from page 17)

investigators of the need for a general liberalization in eligibility requirements so that all bona fide students could participate in athletics. To make this possible, the committee recommends amendments in these parts of the Eligibility code:

b. Change to read, "He must have earned one unit or its equivalent, the preceding semester he was in attendance in high school. Credits earned or completed after the close of the semester shall not count as having been earned the preceding semester."

"Interpretation: If a student attended classes as many as twenty school days in a given semester he is considered as having been 'in attendance' for the purpose of this rule. In determining the number of units earned in the semester under this rule the usual credit allowed by the school toward graduation shall be given. Summer school credits do not count toward eligibility."

d. Change to read, "He must have entered school within the first sixteen days of the semester in which he is competing."

f. Change to read, "He shall not have reached the age of 20."

k. Change to read, "He shall not play on any high school team or contest in any athletic event if he has been in attendance eight semesters, the eighth semester in every case to follow immediately the seventh semester. Provided, however, a student who has not reached the age of 19 shall be eligible to compete the entire ninth semester, the ninth semester in every case to follow immediately the eighth semester. Twenty (20) school days of attendance in any semester shall constitute a semester's attendance for the purpose of this rule."

"Interpretation: If a student becomes 19 on Sunday and his ninth semester opens on the following Monday, the student will not be eligible for his ninth semester."

The proposal is to be voted upon in its entirety. If adopted, it will become effective for the school year 1941-42. Meanwhile coaches are urged to read the report, "Interscholastic Athletic Standards for Boys," in the September, 1939, issue of the *Journal of Health, Physical Education, and Recreation* and the report in the December, 1939, issue of *Scholastic Coach* on the eligibility rules of all state associations.

C. A. MUHL,

State H. S. Athletic Assn.,
University City, Mo.

National Federation Notes

NEVADA is the latest state to adopt officially the interscholastic football rules. They will use the code in 1941. Since two other schools made a similar move earlier this year, there are now 31 states in the fold.

This month's Palm Leaf goes to Secretary Carl Burris and his Mis-

souri Board of Control. Even though the state does not have a full-time secretary, nor a financially successful state series of tournaments, they have been doing many of the things which characterize states having both. Their latest progressive step is the inauguration of a full-sized illustrated state bulletin called the *Missouri Athlete*. Congratulations to Burris, Riley, Shepherd, et al.

The Kansas State High School Association is the first state body to announce that the state finals will be played on courts equipped with the new type backboard. These backboards will also be used wherever possible for the lower tournaments. A great many of the high school conferences in that state have already changed to the new board. The Big Six University Conference has also made the change. Minnesota and Illinois have announced that the new boards may be used in state-sponsored tournaments at the discretion of the local tournament manager.

During the fall, a number of annual meetings have been held and in several cases further steps taken to set definite time limits for the various sports and definite travel limits for meets and tournaments. Here are a few illustrations:

Wisconsin adopted a by-law which specifies that the football season shall begin on September 1 and end on December 1. The basketball season must end on April 1. Illinois voted on a proposal to eliminate spring football practice but the motion was tabled in order that slight changes might be made in the wording of the proposal. Two significant actions were taken by Illinois. No interstate meets or tournaments in either athletic, literary or music activities are to be sanctioned by the state association and consequently no member school may participate in such meets. The board of control is given discretionary authority to make exceptions for certain meets which are purely of a community nature and which do not involve extensive travel.

In effect this means that the state cannot have representatives in regional band contests, or national forensic contests or track meets which are intersectional in character.

The other important action makes it possible for private and parochial schools which are affiliated members to participate in all meets and tournaments under conditions specified by the state board of control. Heretofore, such schools might engage in single games with member high schools but they were not permitted to enter any of the athletic tournaments or meets.

By unanimous vote the Wyoming State Council has voted to use the new type basketball backboard in all state-sponsored tournaments during the current season.

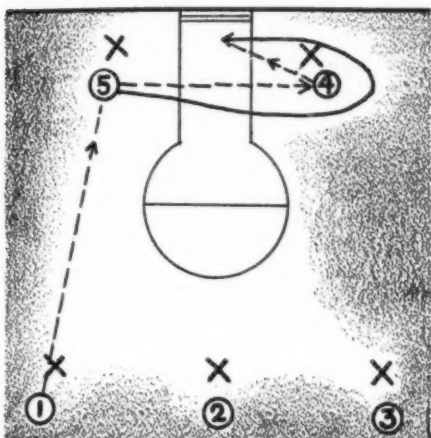
Double Pivot

(Continued from page 9)

loft the ball over his head to the pivotman cutting for the basket.

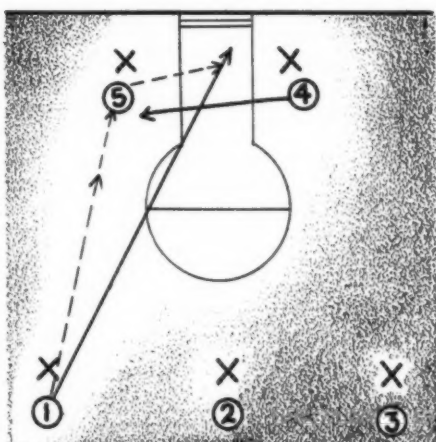
The ball-handler and the pivotman may have a signal for the play or, if they are clever at sizing up situations, depend upon their court sense to work together.

The three back men do most of the set shooting. The man in the center seldom penetrates the front court any farther than the outside circle. He stays back as insurance against fast breaks. The outside men seldom weave.



Diag. 5

After receiving a pass from the back-court 5 rifles the ball to 4. He then scoots across the lane and swings completely around the receiver. The latter turns so that he legally bumps X5, putting him out of the play. He then passes to 5. If X4 switches to the cutter, 4 may shoot himself. If X5 refuses to bite at the bait, and goes behind the receiver instead of in front of him, 5 may stop short upon reaching 4 and take a set shot.



Diag. 6

As 1 passes to 5, 4 starts out slowly across the lane. 1 then shoots down the center, using 4 as a moving screen. If he succeeds in losing his man, 5 slips him a return pass. If not 5 holds the ball. In all these plays it is interesting to note that 2 seldom does any cutting. His main purpose in life is to act as a ball-handler and safety man.

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ON PAGE 32 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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No coupon honored unless position is stated

December, 1940

Touch Football

(Continued from page 27)

falls, he may get up and continue on until he is tagged. (Since tackling and piling on are prohibited, the player does not need the protection he gets in regular football.)

14. POINT AFTER TOUCHDOWN. The ball is placed five yards from the goal line where an attempt is allowed to make the conversion. If goal posts are available, the same rule that applies to kicking is enforced here—all men standing still. This is to encourage placement and drop kicking. The point may be attempted either by passing, carrying or kicking the ball.

15. When a player carries the ball outside the sidelines, the ball is brought in ten yards.

16. Passes caught simultaneously are awarded to the team that last threw the ball on that particular play.

Here Below

(Continued from page 3)

6. A recreation program to meet the needs of children and youth after school and in vacation periods, and of adults in the community: (a) Activities to include all types of recreation interests with special emphasis on those promoting social adjustment of both sexes at all age levels; (b) Appropriate leadership and coordination of school activities with those of the community.

7. The establishment of educational camps to insure for all children the experiences that only come from close contact with nature; (a) The extension of the program outlined above in all its phases, including medical supervision, coordination of education in health and safety to vigorous life in the open, instruction in activities suitable to out-of-doors experience, and recreational activities in music, drama, games, etc.; (b) Leadership and administration by trained educational authorities.

School administrators and health workers who worked out this program agreed that the passage of 1940 would go a long way toward making their recommended seven-point program a reality.

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Fight That Basketball Bugaboo—COLDS!

No basketball squad can expect to win games when half the players are in the infirmary, or at home, with colds. Yet every Winter, that dreaded bane of basketball teams takes its toll.

But today, many coaches and trainers are finding there is a common-sense way to combat the danger of colds by building players' endurance, controlling weight losses, and reducing fatigue. They have simply made Knox Gelatine a daily "must" on training tables, requiring all athletes to drink Knox daily.

While Knox makes no claim of being a remedy for colds, coaches in many colleges report that remarkable—almost complete—immunity to colds resulted when squads received Knox Gelatine regularly.

More Endurance, Fewer Weight Losses

But helping to build resistance to colds is only a collateral benefit chalked up to Knox Gelatine's score. Fewer weight losses, more staying power to resist tiredness, stronger "fin-

ishing power" are important results also noted when athletes drank Knox every day.

In a game like basketball, this has great significance. For no game can approach basketball for sheer sustained activity. Lightning changes, quick starts, stops and pivots require energy—and plenty of it. Proper condition probably counts more than in any other team game.

What Is the Knox Endurance Drink?

The Knox Endurance Drink is not a stimulant or a quick "pick-up." It is a systematic aid in building the athlete's endurance and resistance. Good conditioning fights common colds and other disabilities that offset the best trainer's most carefully laid plans.

Knox Plain Unflavored Gelatine is the gelatine which has been used in reported scientific investigation indicating it has helped increase endurance and strengthen resistance. Don't accept substitutes!

FRANK J. KAVANAGH, *Trainer*



SPORTS WEIGHT

Check Your Weight Regularly

NAME ↓ AND WEIGHT →

A blank ledger page with a grid of 10 columns and 20 rows. The first column is wider than the others. The page is divided into two sections by a vertical line.

Coaches and trainers know athletes need all the endurance they can get to pile up winning scores. That's why the athletic world was immediately interested in the Knox Endurance Drink when it was announced over a year ago.

One of the country's top-notch university teams put Knox Gelatine on its training table—required all athletes to drink it daily—reported such excellent results

(freedom from colds, fewer weight losses) that other schools wanted to try Knox.

Now, trainers in leading colleges and universities from coast to coast make Knox Gelatine a "must" on their training tables (or in locker rooms). Many coaches and trainers are "sold" on the benefits of Knox as a fatigue-fighting food!

SEND FOR FREE BOOKLET— "Endurance—the Way to Victory in Basketball." Also, if you need additional weight charts, write Knox Gelatine, Dept. 81, Johnstown, N. Y.

Regularly

[illegible]

the Way to Victory in Basketball." Also, additional weight charts, write Knox Gelardi, Johnstown, N. Y.

KNOX GELATIN ATHLETE

1. Two tablespoons twice a day period. Or, if squad has two periods, two tablespoons a day.
2. Then, two tablespoons a day. 1 hour after shower.
3. If an individual shows loss of weight, two tablespoons a day.
4. The recommended way to take the liquid (or grapefruit juice, or grapefruit juice and 4 oz. of water and 4 oz. of grapefruit juice).
5. HOW TO MIX:
 - (a) Pour onto the liquid 2 level tablespoons of the gelatin.
 - (b) Let liquid absorb the gelatin for 5 minutes.
 - (c) Stir briskly and drink before shower.

Post On Your Locker Room Bulletin Board

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are approximately 20 columns and 20 rows of squares across the page. A faint vertical crease or fold line is visible near the right edge of the paper. The background is white, and the overall appearance is clean and unused.

the liquid 2 level tablespoons of Knox Gelatine.
absorb the gelatine.
and drink before it thickens.

Drink 4 envelopes of Knox Gelatine every day for 2 weeks, then 2 envelopes a day for 2 weeks. After that, as required. Pour 1 envelope ($\frac{3}{4}$ pkg.) Knox into glass $\frac{3}{4}$ filled with water or fruit juice, not iced. Let liquid absorb gelatine. Stir and drink immediately. If it thickens, stir again.

BASKETBALL TRAINING RULES

FROM TOP-NOTCH COACHES AND TRAINERS

PREVENTION OF STALENESS

1. The coach who recognizes the first signs of fatigue and relieves the player temporarily has taken the first and biggest step toward avoiding staleness.
2. A mind at peace with itself seldom goes stale. Game talk should be taboo at the pre-game meal. A free, relaxed condition stimulates the digestive fluids and furnishes the right mental attitude for the game.
3. Simple cases of staleness are best treated by rest, a change to some light recreation and a sympathetic interest on the part of the coach.
4. A massage might make the player feel better. Staleness is certainly not a condition that can be massaged away, but massage, particularly on an athlete who rarely receives massage—has a psychological effect. It also aids in the elimination of waste from the muscles.
5. Once the team is in good condition, practice sessions should be lightened.
6. After hard competition, rebuilding is accomplished by a short layoff, a full diet and complete mental relaxation.
7. If the team shows evidence of mental slumping, switch from the grind of fundamentals to games which will require less physical effort and will furnish mental relaxation.
8. The player exhibiting symptoms of staleness should be given light workouts until he has regained his full dash and enthusiasm for the game.

BUILDING RESERVE ENERGY

1. Reserve is attained through a program of progressive practice which will condition the muscle structure and circulation to withstand all demands made upon them.
2. Condition is attained by a gradual approach.
3. The work that counts most is the work put in after the onset of initial fatigue. Be careful, however, of not pushing beyond capacity.
4. In a game take advantage of opportunities to relax. This is not the same as loafing. It is merely a distribution and investment of energy to get the most out of it through the game as a whole.
5. Players should be rested when they come to practice. Avoid any strenuous activity either before or after practice periods and games.
6. Before the season, a good deal of running and stomach exercises will get candidates in shape.
7. Meals should be eaten at regular hours. Eating should be slow and nothing eaten between meals. Rich, hard-to-digest foods should be avoided. At least a quart of milk and a quart of water should be consumed daily.
8. Abstain from alcohol and tobacco.

HOW TO COMBAT A COLD

1. In cold weather, hair should be carefully dried before going out of doors from the shower room.
2. Drink out of hygienic fountain or paper cups.
3. Don't remove sweat clothes prematurely during the warm-up drills. Wear mercerized cotton garments to absorb and evaporate perspiration faster.
4. Do not cool off while unprotected. Upon returning to the bench after being substituted for, slip on the warm-up-suit top piece. A towel may also be wrapped around the neck.
5. Dress warmly. Stay out of drafts, especially when hot or perspiring.
6. Get at least eight hours of sleep every night.
7. Drink plenty of water, eat easily digested foods and make sure of regular elimination.
8. Watch body temperature.
9. Don't wipe off perspiration with a towel that has been thrown along the floor or has been used by other players.
10. Don't practice until exhausted. Fatigue decreases resistance.

RULES FOR WARMING UP

1. The object of the warm-up period is to loosen up the muscles and get them ready for action, to prepare the expenditure of waste properties and the recuperation of ability, so that the proper level of intake and outgo is achieved before the game starts.
2. Free-swinging movements such as throwing the arms about in big circles, running in place and kicking the knees up start a greater blood supply flowing, thus bringing more oxygen and nutrients to the muscles.
3. On entering the gym use a number of different types of warm-up motions, allowing about a minute for each. Imitate some of the movements used in the game.
4. Prepare for the game by practicing the actual skills. Make every minute count, in the 15 or 20 minutes before the opening whistle. Practice every type of shot—long, short, foul, layup and pivot. Good practice drills should embody cutting, passing and shooting.
5. Don't be too active. Save all energy for the game.
6. Keep sweat clothes on until just before game time. The top piece may be removed while practicing foul shots.



KEEP SCORING to the Last Whistle!

Help Build Extra Endurance for Your Team by Having Them Drink KNOX GELATINE!

Endurance—the sheer ability to keep going—is vitally important in basketball. An instant's let-down may mean a decided advantage to the other side.

That's why more and more basketball coaches are serving Knox Gelatine to their squads. They have found Knox helps build endurance, and resists tiredness that may cause costly errors.

COACH PRAISES KNOX. Here's what one leading college basketball coach reports: When drinking Knox regularly, the boys invariably left the floor in better shape than their opponents. Normal weight level was maintained, and players showed amazing lack of fatigue after tough games. Naturally, Knox can't make a team win, but it does help keep players in top-notch condition, and helps lessen the danger of colds.

START NOW! Try building *your* team's endurance. Put Knox Gelatine on your training table—or feed it in the locker room—TODAY!

GIRLS BENEFIT, TOO. Knox Gelatine has also been shown to be beneficial to girls' basketball teams. Girls are less ruggedly constituted than men—their oxygen-carrying capacity is less—hence they need the reserve endurance which Knox Gelatine may give them. Coaches of girls' teams are enthusiastic over Knox results!



INSIST ON KNOX — HERE'S WHY:

Knox Gelatine (U.S.P.) is *all* body-building protein. Don't confuse Knox with ready-flavored gelatine dessert powders which are $\frac{1}{8}$ sugar, only $\frac{1}{8}$ protein. *Only* Knox was used in 23 group tests among hundreds of men and women. (2 out of 3 who began, and 9 out of 10 who completed the test said tiredness was definitely reduced.) **DON'T ACCEPT SUBSTITUTES. ALWAYS INSIST ON KNOX!**



Get Knox Gelatine in the regular 4-envelope kitchen package or the new money-saving 32-envelope package. At all leading grocers. For complete details of the Knox for Endurance story, send for **FREE** Endurance Bulletin. Knox Gelatine, Dept. 81, Johnstown, N. Y.

KNOX GELATINE—A Food That Fights Fatigue

THE COACH'S BOOK LIST

BASKETBALL

- Better Basketball*, by Forrest C. Allen, \$4.
100 Drills for Teaching Basketball Fundamentals, by Blair Gullion, \$1.
Basketball Offensive Fund. Analyzed, by Gullion, \$1.
Winning Basketball, by Nat Holman, \$2.
Basketball, by Dr. H. C. Carlson, \$2.
Basketball Methods, by John W. Bunn, \$3.25.
Modern Basketball, by Jourdet and Hashagen, \$2.25.
Basketball for Girls, by Meissner and Meyers, \$1.
Basketball, by Charles Murphy, \$1.
Basketball, by Clair Bee, \$1.
Lowry's Basketball Score and Scout Book, 65c.

Sayger Illustrated Series

- Pittsburgh's Offense*, by H. C. Carlson, \$1.
Indiana's Offense, by Everett Dean, \$1.
Ohio State Offense, by Harold Olsen, \$1.
Butler Offense, by "Tony" Hinkle, \$1.50.
Basketball's Assistant Coach, by Hinkle and Sayger, \$1.

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- Track and Field Athletics*, by Tuttle and Bresnahan, \$3.25.
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Cine Flip Books, by Famous Coaches, \$1 each event.

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- Manual for Functional Football*, by John DaGrosa, \$5.
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SIX-MAN FOOTBALL

- Six-Man Football*, by Stephen Epler, \$3.
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Six-Man Football, by Ray O. Duncan, \$1.
How to Play Six-Man Football, by Barbour and Sarra, \$1.50.

GIRLS' BASKETBALL WALL CHARTS

Every girls' basketball coach and gymnasium instructor should have them. The fundamental techniques of the girls' game on three 14-inch by 22-inch posters of extra heavy cardboard. Passing, shooting and individual tactics—all graphically illustrated in easy-to-follow form by the use of large, clear motion picture stills. Each wall chart contains three techniques on different phases of the game. Invaluable as a teaching device placed where the girls can always see them. Price, three for \$1, postpaid. Shipped in rigid corrugated envelope.

OTHER SPORTS

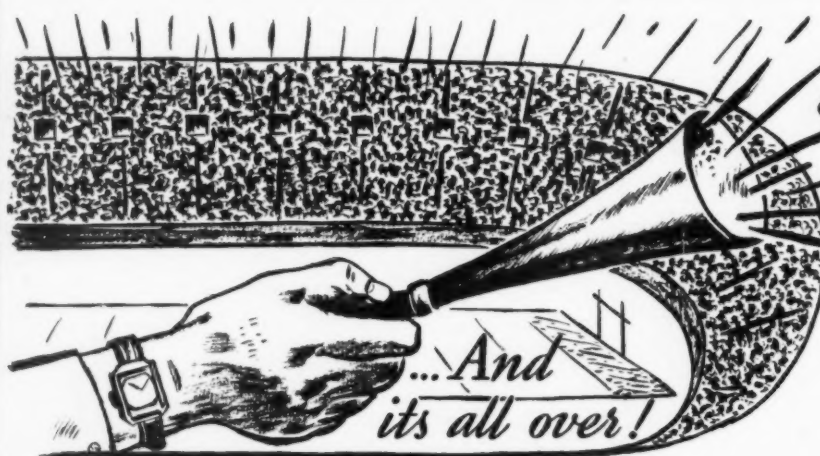
- Baseball Coaching Aids*, by H. S. DeGroat, \$2.75.
Major League Baseball, by Ethan Allen, \$3.
Baseball, by Jack Coombs, \$2.75.
Baseball, by Dan Jessee, \$1.
Budge on Tennis, by J. Donald Budge, \$2.
Tennis, by E. and B. Bruce, \$2.50.
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